

PPOL 4225: LEADERSHIP IN PRACTICE

BASIC INFORMATION

Class Meetings: Mondays from 5:15-7:15 PM, Batten Seminar Room, Garrett Hall Lower Level

Number of credits: 2 or 3, credit/no-credit or graded, depending upon student preference

Term and year: Spring 2017

INSTRUCTION TEAM

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COURSE DESCRIPTION

PPOL 4225 is a required course for Fellows in the Meriwether Lewis Institute for Citizen Leadership. This seminar will operate on three levels: historical (using Stephen Ambrose's account of the Lewis & Clark Expedition, *Undaunted Courage*, as the primary text), contemporary (relying predominantly on student discussion leaders to identify contemporary reading materials in the form of newspaper articles, videos, and pieces from magazines or academic journals), and personal (students applying in-class learning to their University involvements – and using those involvements as fodder for reflection, discussion, and personal growth).

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 instructor(s) ahead of time.

REQUIRED COURSE MATERIALS

1. **Historical Perspective:** Ambrose, Stephen E., *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West*, New York: Simon & Schuster, 1996.
2. **Contemporary Perspectives:** each week, student discussion leaders will be responsible for providing a substantive foundation for in-class conversation regarding the week's *Undaunted Courage* reading. If you come across other reading materials related to the leadership concept(s) present in the assigned reading that could enrich the discussion, we encourage you to share them with the class. For supplemental readings, discussion leaders will email the class at least 4 days prior to the class in which those readings will be discussed (i.e., by Thursday at 11:59 p.m. the week before the readings are due).

COURSE SCHEDULE

| Week | Reading from <i>Undaunted Courage</i> | Discussion Leaders |
|----------------------------|---|---|
| 1 (Jan 23) | N/A | N/A |
| 2 (Jan 30) | Chapters 4-5: Thomas Jefferson's America 1801, (51-58); The President's Secretary 1801-1802, (59-67) | Kate McDaniel, Shawn Podowski |
| 3 (Feb 6) | Chapters 6-8: The Origins of the Expedition 1750-1802, (68-79); Preparing for the Expedition, (80-92); Washington to Pittsburgh, (93-107) | Bianca Decatur, Owen McHugh, Kelsey Kilgore |
| 4 (Feb 13) | Chapters 11,13,14: Ready to Depart, (133-139); Entering Indian Country, (152-164); Encounter with the Sioux, (165-175) | Bryanna Miller, Haden Parrish |
| 5 (Feb 20) | Chapters 17-18: Report from Fort Mandan, (202-210); From Fort Mandan to Marias River, (211-229) | Malcolm Stewart, Madison Lewis |
| 6 (Feb 27) | Chapters 20-21: The Great Portage, (241-250); Looking for the Shoshones, (251-267) | Zainab Oni, Jeffrey Warren |
| <i>Spring Break</i> | | |
| 7 (Mar 13) | Chapters 22,25: Over the Continental Divide, (268-283); Down the Columbia, (302-317) | Attiya Latif, Uhunoma Edamwen, Nick Milkovich |
| 8 (Mar 20) | Chapters 26,28: Fort Clatsop, (318-336); Jefferson and the West, (342-352) | Dan Donovan, Devin Rossin, Lucie Oken |
| 9 (Mar 27) | Chapters 30,32,33: The Lolo Trail, (369-378); The Last Leg, (395-405); Reporting to the President, (406-421) | Emily Sun, David Varghese |
| 10 (Apr 3) | Chapters 34,37: Washington, (422-430); St. Louis (March-December 1808), (445-459) | Kate McDonough, Collins Grant, Luke Williams |
| 11 (Apr 10) | Chapters 38-40: St. Louis (January-August 1809), (460-470); Last Voyage, (471-475); Aftermath, (476-484) | Jasmine Zollar, Nick Shafik |
| 12 (Apr 17) | Meaningful Engagement Presentations (Group A) | N/A |
| 13 (Apr 24) | Meaningful Engagement Presentations (Group B) | N/A |
| 14 (May 1) | Wrap Up | N/A |

EVALUATION PROCEDURES AND GRADING CRITERIA

PPOL 4225 is a two-credit course that may be taken either credit/no-credit or for a grade. Students interested in earning a third credit may choose to enroll 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). The independent study will require a separate assignment in addition to the standard course requirements outlined in the syllabus.

Required Work:

Action Learning Papers: Over the course of the semester, we will ask you to submit two Action Learning Papers. These 2-page papers should explain how you applied an academic concept, topic, or reading from the course in your lives as students and leaders at the University. The papers may focus on a leadership concept we discuss in class (e.g., decision making or delegating responsibility) or on insights from course readings (either from *Undaunted Courage* or from contemporary reading materials shared by discussion leaders). For instance, you might report how our discussion of a certain event in *Undaunted Courage* expanded your understanding of collaboration, or how an in-class discussion about difficult conversations allowed you to guide a team through a tense situation or to coach a fellow student on how to improve his or her contributions to an organization.

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

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| Action Learning Paper 1 (Due February 27) | 25% of final grade |
| Action Learning Paper 2 (Due April 3) | 25% of final grade |
| Class Participation (Ongoing) | 25% of final grade |
| Meaningful Engagement Presentation and Write-up (Due April 17 for Group A, April 24 for Group B) | 25% of final grade |

Independent Study: Students who opt to enroll in the independent study for an additional credit will submit a final assignment (15 written pages or equivalent as approved by the teaching team) in addition to the required course assignments outlined above. You may select from one of the following assignment options:

- 1) Case Study focused on student leadership at the University;
- 2) MLI Summer Project Assignment for the Class of 2019 MLI Cohort;
- 3) Whitepaper on an important University issue;
- 4) A project of your choosing (must be approved by the teaching team).

We will discuss the specifics of these options later in the semester.

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/2016-2017-representatives/>. Additionally, several Honor support officers enrolled in this class are available for questions.