HONORS COLLEGE CORE COURSE PROPOSAL FORM

Thank you for your interest in teaching for the Honors College. Before you fill out this core course proposal form, please note the following guidelines:

1. Honors core courses are three-credit hour courses taken primarily by Honors College freshmen with diverse backgrounds and interests.
2. Honors core courses are General Education courses, and must fit at least one, but no more than two of the six categories (please see http://catalog.uic.edu/ucat/degree-programs/general-education/).
3. Honors core courses do not presume prior knowledge of any field or discipline.
4. To learn what Honors core courses have been offered in recent semesters, please visit http://www.honors.uic.edu/courses/.
5. The usual compensation method is to provide $8,000 per course directly to departments for faculty replacement.
6. You must secure the permission of your Department Head before submitting your core proposal to the Honors College. Please have him or her sign this form.
7. If you have not taught in the Honors College before, please include a current C.V.

About the Instructor

Name: José W. Meléndez  Title: Postdoctoral Fellow in Teaching and Learning
Department: Honors College  College: Honors College
Email: jmelen5@uic.edu  Phone: 355-0053

About the Course

Course Title: Leadership: Cultures, Context and Purpose

1. Course Description (please provide a very clear summary of the proposed course in one paragraph that can be understood by a general audience which has no background in your particular field.)

This course will explore leadership across cultures, contexts and purposes, including organizational (non and for profit), community, and political. Key questions covered in this class will include: What is Leadership? Is leadership a thing, a person, a quality or something else? How has leadership varied across time and places? How do leadership norms and expectations impacted organizations, communities, and policies? Answers to these questions relate to what we envision leadership to be and what leadership we may dismiss depending on our cultural and historical backgrounds. One key idea the class will explore is the difference between leadership and distributed leadership. Students in this class will gain cultural and historical understanding of how leadership is practiced across different cultural places and context. This includes the processes used to create “followers” and “others” who are excluded. Students will be asked to conduct on site observation and analysis.
of leadership in practice. As such, fieldwork and site visits will be required to collect data for students’ final projects.

2. Course outline with clear, widely understandable phrases denoting major topics (with subheadings, if necessary) and distribution of hours (should add up to 45 hours). Weekly assigned readings (including page numbers to access reading load) should be incorporated into outline.

<table>
<thead>
<tr>
<th>Week 1 (3 Credit Hours)</th>
<th>Introduction</th>
<th>Article: Leadership: current theories, research, and future directions (pgs. 421-449)</th>
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</thead>
</table>
| Week 2 (3 Credit Hours) | 21st century challenges, learning versus teaching | Leadership Learning: Knowledge into Action  
- Chapter 1: Meeting the challenge of leading in the 21st century: Beyond the ‘deficit model’ of leadership development (pgs. 13-34)  
Article  
- Leadership development: Teaching versus learning (pgs. 1071-1077) |
| Week 3 (3 Credit Hours) | Chance activity and the social construction of leadership | Leadership Learning: Knowledge into Action  
- A leader’s journey to engage (pgs. 57-74)  
Article  
- The social construction of leadership: A sailing guide |
| Week 4 (3 Credit Hours) | The role of arts in leadership development and leadership in social change organizations | Leadership Learning: Knowledge into Action  
- The aesthetics of leadership development (pgs. 77-92)  
Article  
- Building bridges from the margins: the work of leadership in social change organizations. (pgs. 292-307) |
| Week 5 (3 Credit Hours) | The role of coaching and ethics in leadership | Leadership Learning: Knowledge into Action  
- Coaching for leadership development: A systems psychodynamic approach (pgs. 93-110)  
Article  
- Ethics and Leadership (pgs. 1-6) |
| Week 6 (3 Credit Hours) | The role of character and cultural differences and key leadership insights | Leadership Learning: Knowledge into Action  
- Leadership Presence: Character development as the choreography of body-mind (pg. 111-130)  
The Culture Map  
- Introduction: Navigating cultural differences and the wisdom of Mrs. Chen (pgs. 1-27) |
| **Week 7** (3 Credit Hours) | Women and gender in leadership, and communication across cultures | Leadership Learning: Knowledge into Action  
- Women only leadership development: A conundrum (pgs. 147-160)  
The Culture Map  
- Listening to the air: Communicating across cultures (pgs. 29-60)  
Article  
- Achieving relational authenticity in leadership: Does gender matter (pgs. 459-474) |
|-----------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| **Week 8** (3 Credit Hours) | How to evaluate Leadership development programs, the role of politeness across cultures, and leadership practices and interactions | Leadership Learning: Knowledge into Action  
- Leadership learning and development: A conundrum (pgs. 161-178)  
The Culture Map  
- The many faces of Polite: Evaluating performance and providing negative feedback (pgs. 61-88)  
Article  
- Leadership, not leaders: On the study of leadership as practices and interactions (pgs. 77-86) |
| **Week 9** (3 Credit Hours) | How to be a global leader, the art of persuasion, and self reflection | Leadership Learning: Knowledge into Action  
- Developing global leaders: Expatriation in the talent management equation (pgs. 201-214)  
The Culture Map  
- Why versus How: The art of persuasion in a multicultural world (pgs. 89-114)  
Article  
- Discovering your authentic Leadership (pg. 129) |
| **Week 10** (3 Credit Hours) | The role of hierarchy and power, and leadership as practice not competence | The Culture Map  
- How much respect do you want?: Leadership, hierarchy, and power (pgs. 115-142)  
Article  
- Leadership as practice: Challenging the competency paradigm (pgs. 363-379) |
<p>| <strong>Week 11</strong> (3 Credit Hours) | Spring Break | |</p>
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Decision making and the role of trust in leadership</th>
<th>The Culture Map</th>
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<tbody>
<tr>
<td>(3 Credit Hours)</td>
<td></td>
<td>• Big D or little d: Who decides and how? (pgs. 143-161)</td>
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<td>• The Head or the Heart: Two types of trust and how they grow (pgs. 163-194)</td>
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<td>Week 13</td>
<td>Exploring disagreement across cultures and group dynamics</td>
<td>The Culture Map</td>
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<tr>
<td>(3 Credit Hours)</td>
<td></td>
<td>• The needle, not the knife: Disagreeing productively (pgs. 195-218)</td>
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<td>Article</td>
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<td>• What Google Learned From Its Quest to Build the Perfect Team</td>
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<td>Week 14</td>
<td>The role of time in leadership across cultures</td>
<td>The Culture Map</td>
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<tr>
<td>(3 Credit Hours)</td>
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<td>• How late is late?: Scheduling and cross-cultural perceptions of time (pgs. 219-241)</td>
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<td>Week 15</td>
<td>In Conclusion Exploring leadership on a map</td>
<td>The Culture Map</td>
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<tr>
<td>(3 Credit Hours)</td>
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<td>• Putting the culture map to work (243-253)</td>
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<tr>
<td>Week 16</td>
<td>Workshop Class</td>
<td>No Readings</td>
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<tr>
<td>(3 Credit Hours)</td>
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3. List required texts and/or readings. In all instances, give author, title, and date of publication. State how the texts and readings will be made available to the students – blackboard, open access, for purchase from book store, etc.

  - Required Text, PDF version will be made available through blackboard
  - Required Text, Books will be available for purchase through the UIC bookstore
- The following articles will be made available as PDFs on Blackboard
4. Please list the course learning outcomes (~1-5).
   a. Students will be able to describe at least 3 different types of leadership styles/approaches
   b. Students will be able to identify and explain how leadership is practice in various settings
   c. Students will be able to describe at least one way by which “followers” and “others” who are excluded are created
   d. Students will be able to explain how leadership norms and expectations across different contexts have impacted organizations, communities, and policies
   e. Students will be able to observe, describe, and contrast the nuances of leadership in practice in a cultural setting different from their own

5. Please briefly explain how course’s learning outcomes will be assessed. Please note that our general education courses normally include a substantial paper writing assignment appropriate for the subject matter (a minimum of one 5-7 page paper or two 2-3 page papers) and emphasize opportunities for instructor feedback early in the course to facilitate student improvement on writing. For example, either several papers dispersed throughout the semester, or a final paper where an outline, bibliography and rough draft is required prior to submission of the final paper.

   Participation (15 %)
   Students are expected to engage in active and thoughtful class participation. This will give them practice in how to become familiar with how to engage in important discussions that can impact people’s lives. For this to happen readings must be done before class and attendance is important (no more than 1 excused absence, each additional absence will result in 2 points off from final grade).

   Short Papers (45%)
   A. Reflection Papers
   Students will be asked to submit 8 reading reflection papers during the term (Weeks 2-9) each worth 5 points. Their responses should include a minimum 600-900 word reflection on the readings for that week.

   Group Field Research Project (40%). A detail grading Rubric will be provided to students for the final two assignments.
   Students will be paired with someone from a different cultural background from themselves. In consultation with the professor and each other they are each to select an event where they see leadership in action in a cultural context that is new to them. They are to prepare to interview
someone at these events, either a person who assumes a leadership or a follower role. Each pair is to do one site visit and interview.

**A. Comparative Analysis Paper: 10 - 12 pages double-spaced plus references (30%)**
Students submit the following through Blackboard in a word document during weeks 5-8 (6%):

A. What aspects of leadership will they as a group be focusing on, why, and what might be some possible angles/paths of exploration?

B. List at least 2-4 potential site visit events that are of a different cultural background then your own. Think of culture in a broad sense, e.g. ethnic, racial, sexual orientation, different abilities, genders, religious, sexual orientations, political, etc. Why are your interested in these events and what do you expect to learn? Do you need to rsvp or reach out to someone before attending the event?

C. Consider that you may interview either a person who assumes a leadership or follower role at one of these events. What questions, related to the aspects of leadership you have identify in submission A would you ask this person. List 3- 5 question for each role, that is for a leader or a follower, not knowing whom you might end up interviewing but being prepared for either or both, Each of the above is worth 2 point from the 30 points of the final grade for the comparative analysis paper assignment.

**Comparative Analysis Paper (24 %)**
The purpose of the comparative analysis paper is for students, having done the site visits and interviews, to focus in on particular aspects of leadership covered in class and compare and contrast how they saw these aspects take place in the site visits they conducted. Students are to identify what are commonalities between the literature and the context, what are unique aspects that differ from the context and literature, and how these informed their new understanding of leadership and themselves. Individually they will each write their paper, while as a group they will collaborate on the final presentation. More detail information on the components of the paper will be given out during the semester.

**A. Presentation (10%)**
Students are to create a presentation with their field partner that presents a visual narrative of their site visits, and summarizes the key points from their papers. The presentation should be between 10 - 12 minutes long. It should present the class with a visual narrative that allows us to understand the key leadership aspects, including reflections of new understanding they have learned during class about leadership and themselves.

**About the Course’s Fit with General Education**

The General Education Core includes six categories. Please consult the UIC website on general education (http://catalog.uic.edu/ucat/degree-programs/general-education/) and indicate 1-2 core categories in which you believe your course would fit best. Preference will be given to courses that include either Understanding the Creative Arts or Exploring World Cultures as one of their two categories.

- Analyzing the Natural World (No Lab)
- X_Understanding the Individual and Society
- X_Understanding the Past
- X_Understanding the Creative Arts
- X_Exploring World Cultures
- ___Understanding U.S. Society
Please write a separate justification for inclusion in each selected General Education category (about one paragraph per category). Select the appropriate learning outcomes from the general education catalog description (you may select as many as are appropriate, but you must pick at least one) and list which assessment methods will be used to assess each outcome.

**Understanding the Individual and Society**
This class fits under this general education category as it introduces students to topical issues on leadership. In so doing, student will begin to challenge previous held notions of leadership, specifically the heroic individual myth. The class will support students in their reflection on how they themselves fit within or across the different forms of leadership covered in class and how this situates them within larger society.

1. Recognize, describe, and explain social institutions, structures, and processes and the complexities of a global culture and diverse society. **This learning outcome will be assessed through class participation, reflection papers based on the readings, and final field project.**

2. Explain the relationship between the individual and society as it influences
   a. individuals' cognition, ethics, social interactions, communication practices and affect; and
   b. the quality of life of the individual, the family, and the community. **This learning outcome will be assessed through class participation, reflection papers based on the readings, and final field projects.**

3. Using the most appropriate principles, methods, and technologies, gather and analyze previous inquiry regarding the relationships between individuals and society, draw logical conclusions about such inquiry, and creatively or scientifically apply those conclusions to one's life and society. **This learning outcome will be evaluated in the final field project that includes site observations, interview, a comparative analysis paper, and presentation.**

**Exploring World Cultures**
Students will explore some of the nuances and differences that materialize when leadership is performed in different cultural contexts. Additionally, for their final projects students will conduct field research that pushes them to explore a leadership event in a culture other than their own. This project will culminate with a comparative analysis paper where students are asked to compare and contrast different leadership traits as seen in different cultural context and to reflect on their own greater understanding of themselves as leader within an increasingly diverse society.

4. Analyze a culture, including its political, social, ethical, communicative, or economic systems. **This learning outcome will be assessed through class participation, reflection papers based on the readings, and final field project.**

5. Compare different cultures. **This learning outcome will be assessed through class participation, reflection papers based on the readings, and final field project.**

6. Explore the values or cultural products of non-U.S. cultures. **This learning outcome will be assessed through class participation, reflection papers based on the readings, and final field project.**
Additional Information
If there is anything else you’d like the Honors College Educational Policy Committee to consider (this may include your curriculum vitae, teaching evaluations, teaching awards you have received, past teaching for the Honors College, and so on), please note it here:

My teaching philosophy is to place students in the field for them to explore in practice the content that is being covered in class. I have had great success with this approach in other classes as evident in my student evaluations. Additionally, I have decades of experience working in leadership positions that cut across fields of practice, from political, community based, academic, and for profit. This will help me connect class content to real life experiences and prepare my students as they begin to get ready to go to the field to observe leadership in practice.

______________________________________________
Signature of the Course Proposer

______________________________
Date

______________________________________________
Signature of the Department Chair

______________________________________________
Please Print Your Name

______________________________
Date