

This syllabus has been provided as a reference tool for students considering this course. It has been modified to follow Senate regulations. Current students enrolled in any undergraduate course must obtain the most recent syllabus from their course instructor or from their course website. This is not the latest version.



## Department of English & Writing Studies

### **The Culture of Leadership II: Teams, Communities, Mobs** **English 2019B (001)** Winter 2014

**Instructor:** Dr. Joel Faflak

**Date/Time:** Monday 7:00pm-10:00pm

**Location:** Talbot College 141

#### Prerequisites

This is a non-essay course open to all students beyond Year One.

#### Course Description

This course addresses how literature and culture take up the issue of leadership as it organizes human relations into social organizations - businesses, political parties, nations, etc. How do groups function as a form of leadership? When do they speak for and against the rights of individuals? We will address both the positive and negative aspects of group leadership, from tribes to empires, democracies to dictatorships, mobs to masses. The class will divide into teams to undertake the major course assignment, a group case study on the creativity of leadership. Key texts include: Shakespeare, *Coriolanus*; Coetzee, *Waiting for the Barbarians*; Morrison, *The Bluest Eye*; *The Hunger Games*; *The Godfather*; *The Triumph of the Will*. We will also address a variety of recent group phenomena from musical chorus lines and flash mobs to the Occupy Movement and the Arab Spring. These will be supplemented by course readings from a variety of sources, from Sun Tzu and Aristotle to Hobbes, Malthus, Marx, Freud, and Disney.

#### **Objectives:**

Successful students who complete the course will be better able to:

- Analyze the critical and cultural importance and relevance of literature in reflecting and shaping how society views itself;
- Understand and appreciate the role history played and continues to play in shaping our views of leadership;
- Think and write critically about the issue of leadership from a variety of approaches and forms;
- Think expansively and critically about the range of approaches discussed in class - literary, historical, philosophical, economic, political, social - and ask key questions about how these approaches impact and influence one another;
- Apply these approaches to their own personal and professional situations;
- Organize and present ideas clearly and effectively in written assignments.

## Course Materials

### **Required Texts:**

Coetzee, J. M. *Waiting for the Barbarians*. New York: Vintage, 2004.

*The Hunger Games*. Dir. Gary Ross. Lionsgate, 2012. **\*\*Students will be expected to view this out of class.**

Kelley, Thomas and Jonathan Littman. *The Ten Faces of Innovation*. New York: Crown Business, 2005.

Morrison, Toni. *The Bluest Eye*. New York: Vintage, 2007.

*The Triumph of the Will*. Dir. Leni Riefenstahl. 1935. **\*\*Excerpts to be shown in class.**

Shakespeare, William. *Coriolanus*. Ed. Stanley Wells. New York: Oxford World Classics, 2000.

Sophocles. *Oedipus Rex*. In *Greek Tragedy*. Ed. Shomit Dutta. Trans. E. F. Watling. London: Penguin, 2004.

*The Sorcerer's Apprentice*. From Fantasia. Disney. 1940. **\*\* To be shown in class.**

Wiesel, Elie. *Night*. Trans. Marion Wiesel. New York: Hill & Wang, 2006.

Each week's lectures and PowerPoint presentations will incorporate excerpts from supplementary readings. The full texts from which these readings are taken will be provided as pdfs on the OWL course website. You should also consult a good dictionary and thesaurus (the Oxford English Dictionary is available online through the UWO library website) and a good writing and reference handbook, such as *The Little Brown Compact Handbook* (10<sup>th</sup> ed).

### **Timetable:**

January 6	Introduction
January 13	Orientation   Major Case Study Assignment
January 20	Sophocles, <i>Oedipus Rex</i>
January 27	Shakespeare, <i>Corielanus</i>
February 3	Riefenstahl, <i>The Triumph of the Will</i>
February 10	Wiesel, <i>Night</i>
February 17	READING WEEK- <b>No class</b>
February 24	Coetzee, <i>Waiting for the Barbarians</i>
March 3	<i>The Hunger Games</i>
March 10	Morrison, <i>The Bluest Eye</i>
March 17	Disney / <i>The Sorcerer's Apprentice</i>
March 24	Chorus lines and flash mobs
March 31	Group presentations
April 7	Group presentations   Class wrap-up   Final Exam review

### Methods of Evaluation

The Cultural Leadership Case Study Assignment (including group presentation)	40%
Case Study Self-Reflections (3 x 5% each)	15%
Mid-term Test	15%
Final Examination	30%

A student must receive a passing grade for both term work and the final examination in order to receive a passing grade for the course. This applies to all courses in all programs offered by the department. Students whose term and final exam grades average 50% or above, even though one of the two is a failure, shall receive a default grade of 48%. **Please note:** The department of

English & Writing Studies does not release final grades. All undergraduate grade reports will be available online from the Office of the Registrar.

Students are fully responsible for looking at and being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/info%20for%20students.html#grade>.

### **Assignments:**

#### **THE CULTURAL LEADERSHIP CASE STUDY: MAKING THE CASE FOR CULTURE**

##### **Objectives and learning outcomes:**

This assignment uses an experiential, case-based approach to combine classroom learning with an interactive, firsthand experience of the institutional environments in which cultural leadership is practiced. It will also challenge students to be storytellers. Throughout the course, students will reconstruct the narrative history of our cultural organizations; they will tell the stories of the leaders who organize and manage our cultural life; they will critically evaluate the programming and events coordinated by these organizations; and they will grapple with the challenges leaders face every day in the arts and culture sector. Rather than assessing a prewritten case study, students will make the case for culture themselves. While most case study courses present preexisting cases for classroom discussion, this innovative experiential learning assignment will ask students to do the following:

- To apply key concepts and practices of leadership developed in the course to a "real-world" situation, while also negotiating and adapting these ideas and strategies to the complexities of an active case study;
- To understand the dynamic inner workings of a cultural organization, and experience the challenges that cultural leaders face in the organization and management of culture;
- To grapple individually and collectively with a specific leadership challenge developed by community partners, and to work through a sequence of assignments and experiential learning opportunities to identify successful practices in the leadership of cultural organizations;
- To highlight the ways in which intellectual inquiry in the Arts and Humanities is related to student engagement, social change, responsible citizenship, and service to our communities (as with assignment I);
- To immerse themselves in the Leadership Education Program (LEP) offered by the Student Success Centre, a program that offers each undergraduate student at Western the opportunity to gain invaluable skills that will help them to become effective leaders within and beyond their coursework;
- To hone the ability to sift through large amounts of material; to develop critical thinking and problem-solving skills in group settings; and, finally, to present written and oral reports that address the case problem in creative ways, supported with adequate evidence of research and reflection.

##### **The Cultural Leadership Case Study Approach:**

Students will undertake a case study with a local arts and culture organization to learn how theories and concepts developed in the course apply to the principles and practices of leadership in one institutional context within the London community. In groups of 10-15 (depending on enrollment numbers), students will engage in a structured sequence of meetings with a partner organization in the community where they will use interactive problem-solving strategies and exercises to address a real or imagined challenge facing that institution (e.g. "How do cultural institutions enhance their public engagement strategies, with particular emphasis on the younger, university demographic?"). Your task will be to research the

institutional history and current programming of your cultural organization, become knowledgeable about the problem/dilemma under investigation, and develop a final project proposal that will offer recommendations, initiatives and/or other ideas for future development.

Students will consider the following questions:

- Who are the cultural leaders in this case study, and what are the roles and responsibilities of the leader(s)?
- How are ideas and concepts of leadership apparent in the mission statements of the institution?
- What are the key issues of the problem or challenge, and how do they relate to the mission statement of the organization? How has the organization's mandate evolved over time?
- What is the context or environment of this particular arts and culture organization, and how does this context present opportunities and challenges for the cultural leaders? For example, what constituencies does this organization serve in the community? What constraints do the decision-makers face in terms of resources, time, audience, and so forth?
- What are some of the major projects, initiatives, and programs being coordinated by the organization, and how do they relate to the case problem?
- How does the organization play a leadership role in the development and promotion of the arts and culture?
- How does the organization define its "public," "community," or "audience," and how does it seek to enhance "the public good"?
- What steps, if any, have been taken towards a possible solution to the challenge presented by the case?

The learning process for this assignment is as important as the final proposals / solutions you will offer to the particular challenge of the case. With this type of assignment, there are many possible solutions. Along the way, you will be asked to complete a series of individual and group assignments:

1. As a group, students will be asked to produce an institutional history of the organization, which can be reconstructed from online materials, archival records, published materials, interviews with staff and management, as well as other forms of institutional record. Your institutional history should be 1000 words in length.
2. Each student will complete a review of one of the events, exhibitions, performances, etc., organized by the participating cultural organization. You may also do a leadership interview and profile of one of the organization's leaders.
3. At the end of the course, each group will produce a 2500-word case report of your findings, which will also be presented to the class. In addition to answering the above questions, the case study should do the following: i) research the institutional history; ii) survey the relationships and leadership roles within the group; iii) review of the current programming, events, and activities of the group as they relate to the case problem; iv) outline the key recommendations and solutions for the case problem. (Templates will be available for students to follow).

Part of the process of working through a case study in a group setting is negotiating the different perspectives and possible solutions that each team member brings to the group. To help facilitate this process, each student will also be encouraged to take a select number of modules offered by the Leadership Education Program in The Student Success Centre. Divided into three separate "Tiers," the LEP program highlights individual leadership skills (interpersonal

communication, public speaking, self-management, diversity training, campus leadership, etc.), group leadership skills (conflict management, collaboration, facilitation, teaming building and motivation, effective critical thinking, etc.), as well as community service (20 hours of volunteering in a Service Learning environment). When students have completed the required components of the LEP program (which can be done over the course of all four years of your undergraduate education), they will receive a certificate of accomplishment signed by Dr. Amit Chakma, President of Western University. We will not only study the concept of leadership through the lens of literature and culture, we will also help you to become effective leaders in the process!

### **CASE-STUDY SELF-REFLECTIONS**

At three times during the term you will be asked to submit a self-reflection on the process of undertaking the Cultural Leadership Case Study based on the role you have been assigned/assumed as part of the group, but also reflecting your sense of the group's progress and development

### **MID-TERM TEST**

The Mid-Term Test will be written in-class. You'll be given the format ahead of the Test, along with sample questions you can expect to be asked.

### **FINAL EXAMINATION**

The final examination will be 3 hours, written during the final examination period for the fall 2013 term. You will be given a detailed outline of the exam structure before the end of classes, and part of the final class will be devoted to a review of course material in preparation for the final exam.

### **Further Guidelines for Assignments**

**Format:** Submit all written material in 12 point font on 8.5" x 11" white paper, double-spaced and 1" margins. Number each page in the top right corner with your name followed by the page number, as in "Smith 9." Do not include a title page. Instead, at the top of your first page you should include a) your name and student number; b) mine or your TA's name; c) course title; d) essay submission date. After this, include the assignment's title, centered.

**Writing Skills:** I will address expectations for your assignments in the opening lecture of class. This is a non-essay course, but we will grade your assignments for proper grammar and style, point out writing problems if and where we find them, and give you guidance on solving these problems. I encourage you to check out courses offered through the Writing, Rhetoric, and Professional Communication Program. See <http://www.uwo.ca/writing>. You can also seek the services of the Writing Support Centre at the Student Development Centre in the University Community Centre. See <http://wwwsdouwo.ca/writing>. Learning to write well and express your thoughts clearly and convincingly is key to your career success.

**MLA Documentation:** Document your use of primary and secondary material in your written assignments according to the Modern Language Association method of parenthetical notation and a works cited page. These guidelines can be found in the MLA Handbook for Writers of Research Papers, 7th ed. (New York: MLA, 2009). This guide can be found On Reserve in the D. B. Weldon Library, call no: LBZ369.M57 2009. The Department of English also offers an overview of MLA documentation, at: <http://wwwuwo.ca/english/undergrad/guidelines.html>. You'll be partly evaluated for following proper MLA format.

**Submitting Assignments:** Always keep both hard and backup (memory stick, hard drive, etc.) copies of your submitted assignments. Retain copies of all graded assignments at least until you receive your final grade for the course, if not for the duration of your undergraduate career. Submit assignments during class on the due date or use the drop-box outside the Department of English (University College 173). You may also e-mail your assignments, but follow up with a hard copy to me or to your TA, or to the English drop-box.

**Late Assignments:** I grant extensions only in the case of emergencies (family deaths) or illness, which requires medical documentation. Requests for extensions must be made in person or by e-mail AT LEAST ONE WEEK BEFORE THE DUE DATE except in the above cases. All late assignments not granted an extension will be penalized 2% per day, including holidays and weekends, up to a maximum of 10 days, after which the assignment may not be accepted. Written material submitted late without prior permission, or handed in to the drop-box, will be graded and returned, but with no comments

**Readings, Attendance, Taking Notes:** I don't take attendance. That said, coming to class having done that week's readings, attending lectures regularly, taking notes, and listening to if not participating in class discussion when it arises are key to your success in the course. I will post my power point presentations to the course website, but these are only guidelines, and you should also take detailed notes during lecture.

**Email correspondence:** We will respond to your emails as quickly as possible, usually within a 24-hour period during the term, barring unforeseen circumstances. Please avoid emailing about obvious things, like guidelines already outlined in this syllabus. Remember that emails about class matters are professional correspondences.

**Classroom etiquette:** laptops, wireless messaging devices, talking, etc.: I assume you'll use your laptops during class for taking notes, as opposed to browsing the Web, checking Facebook, or surfing porn. I don't discourage or ban laptops in classrooms, but if extra-curricular laptop use bothers other students or interferes with lectures or discussions, I'll reconsider. Also, please turn off and store wireless devices during class. You can eat or sleep during class as long as you don't disrupt others' work or violate university regulations. Except for the purpose of asking questions or class discussion, talking during class is rude and offensive, *and it vexes me.*

### Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at [http://uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

### **Downloadable Student Medical Certificate (SMC):**

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

### Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

### **Plagiarism Checking:**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

### Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.