

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: Agriculture	Today's Date:	9-17-10	
b.	Department/Division: Community and Leadership Development			
c.	Contact person name: Dr. Rick Maurer	Email: richard.maurer@uky.edu	Phone:	7-7582
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval OR <input type="checkbox"/> Specific Term/Year ¹ : _____			
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: CLD 470			
b.	Full Title: Topics in Leadership: Subtitle Required			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed ² with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	3 Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail			
g.	Number of credits: 3			
h.	Is this course repeatable for additional credit?			YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If YES:	Maximum number of credit hours:	6	
	If YES:	Will this course allow multiple registrations during the same semester?		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
i.	Course Description for Bulletin:	Intensive study of a specialized topic in leadership studies. May be repeated under different subtitles.		
j.	Prerequisites, if any: Major standing in CLD.			
k.	Will this course also be offered through Distance Learning?			YES ⁴ <input type="checkbox"/> NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both			
3.	Will this course be taught off campus?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Frequency of Course Offering.				
a.	Course will be offered (check all that apply): <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer			

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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	If NO, explain:	This course is part of the list of "additional courses" in CLD that students will use to complete 18 hours in the program. It will be offered when a faculty member has a special topic to explore, or the department has a visiting scholar or access to other additional teaching resources.
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain:	
6.	What enrollment (per section per semester) may reasonably be expected?	25
7.	Anticipated Student Demand.	
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, explain:	
8.	Check the category most applicable to this course:	
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere	
	<input type="checkbox"/> Relatively New – Now Being Widely Established	
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities	
9.	Course Relationship to Program(s).	
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program:	
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs:	
10.	Information to be Placed on Syllabus.	
a.	Is the course 400G or 500?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)	
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.	

⁵ In order to change a program, a program change form must also be submitted.

CLD 470: Topics in Leadership: Leadership Practices: Power, Ethics and Impact

Instructor: Kristina G. Ricketts, Ph. D.

Office: 304 Garrigus Bldg.

Office Hours: TH 1:00-2:30 pm & F 10:00-11:30 am.

Phone: (859) 257-3767

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Prerequisite: CLD 250, or a similar writing course

Required Textbooks:

Fred I. Greenstein. (2004). *The presidential difference*. Princeton, NJ: Princeton University Press. ISBN 0-691-11909-0

Deborah L. Rhode. (2006). *Moral leadership: The theory and practice of power, judgment, and policy*. San Francisco, CA: John Wiley & Sons. ISBN 0-7879-8282-2

Course Description:

Within today's society, the power, influence and ethics it takes to be an effective leader are important, barring context. Unfortunately, it is rather apparent that appropriate use of power and ethics in current society are more of the exception than the rule. So what equates an effective use of power within contemporary situations? How does a leader balance power with ethics, while successfully addressing situations dubbed "ethical dilemmas?" Finally, how does a leader utilize each of these concepts to the best of his/her ability? Using classic power theory, leadership and ethics, along with unforgettable presidential illustrations, this course addresses all of these issues, while broadening and deepening the students' understanding of the nature of leadership.

Learning Objectives:

Upon completion of this course, students will be able to:

- 1) Define leadership, ethics and power and illustrate the link between these concepts;
- 2) Determine the role that power plays in leadership within today's society;
- 3) Critically think about and determine appropriate responses to ethical leadership dilemmas;
- 4) Clarify preferred personal power style and be able to increase personal and social power through a broader understanding of power bases;
- 5) Determine leadership effectiveness within the arena of presidential power;
- 6) Compare/contrast values and morality and establish their primary function within ethical leadership; and
- 7) Analyze the limitations and challenges posed by the possibility of ethical leadership and be able to propose appropriate responses.

Course Requirements:

This course will incorporate a mixture of lectures, discussion, case study and analysis, small group work, and role-play presentations. The instructor will impart respect, as well as encouraging mutual respect among students. In addition, it is the expectation of the instructor that each student will come to class prepared to learn, discuss, interact, and at times, teach. My expectations for you are:

- 1) **Academic integrity:** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. The University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. Academic dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Cheating and Plagiarism: Such behavior is intolerable. Students found guilty of these offenses will be punished to the fullest extent, given the penalties outlined in *Student Rights and Responsibilities* §6.4.0. The MINIMUM punishment for either of these offenses in CLD 495/775 is an "E" on the assignment.

Additional Information related to policies for excused absences, cheating, plagiarism, withdrawal, incompletes, exams, and grading can be found in *Student Rights and Responsibilities* www.uky.edu/StudentAffairs/Code/ and *University of Kentucky Bulletin 2006-2007* www.uky.edu/Registrar/Bulletin.htm.

- 2) **Electronic Communication Devices:** All electronic communications devices (cell phones, pagers, Blackberries, etc.) should be turned off during lecture and lab sessions. Visible presence of electronic communication devices during exams will be considered evidence of cheating.
- 3) Submit assignments on due date, as indicated.
- 4) Come to class prepared and ready to contribute, with readings and assignments completed.
- 5) Be willing to ask and answer questions, and contribute to the overall learning of the entire class.

Attendance:

Class attendance is required. Learning is an active process, and it is simply impossible for you to participate if you aren't here. I am not sympathetic to those who complain that the class is too early or it is too difficult to find a parking space at this time of day. Case in point – if you weren't in class, most likely you would be working, and your boss wouldn't tolerate your inability to show up, either. You are allowed **three (3)** unexcused absences throughout the semester. After this absence, I will deduct semester points.

Assignments:

Article Reflections: 400 pts. (4 @ 100 pts. each)

You will be assigned 4 reflections throughout the semester. These reflections are linked directly to articles given in class. The four article reflections will be due:

	Due Date
Article #1	week 3
Article #2	week 7
Article #3	week 10
Article #4	week 14

As you reflect please focus on the three major learning modes: *Cognitive*, *Behavioral/Psychomotor*, and *Affective*.

Cognitive: Incorporate elements of knowledge provided in the article, what new knowledge did it provide, how did it expand knowledge you already had, what changed in terms of what you know about leadership?

Behavioral/Psychomotor: Include a summary of how you might utilize the information in the article, what skills or techniques did it present that are relevant to leaders?

Affective: Provide a brief description of your reaction to the article, what attitudes, opinions, beliefs, or changes were reinforced from reading the article?

Each section will be worth 20 points, including 20 points for how well the three areas were synthesized together, and 20 points for overall paper quality.

Group Presentation: 300 pts.

Due to the unique subject of this course, society provides us a wide variety of appropriate sources of study. For this group presentation, individuals will be broken into groups and asked to identify an ethical question they would like to explore, investigate and ultimately, develop a group presentation around. Appropriate aspects for study include (but are not limited to):

- Organizations, groups, companies
- Political opponents/parties
- Current leaders
- Societal norm or rule

The final product will be a 30-minute in-class presentation focusing on the leadership involved, how it changed/developed over time, and the ethical issues at hand. If the presentation can include different viewpoints, the group is expected to treat each side equally. This presentation must integrate leadership, ethics, and power, while presenting thorough information addressing both sides of the ethical issue.

Evaluation of this group assignment will include both instructor and peer evaluation. Specific grading criteria, as well as additional details will be provided later in the course.

Final paper: 300 pts.

Each student will write a term paper that discusses the possibility of ethical leadership, pro and con, and draws firm, well-supported, conclusions. Specifically, each student will be allowed to choose to focus on one of the following scenarios:

- *Compare/contrast 3 presidents from the assigned text. Care should be taken to focus on ethical issues, type of leader (according to specific points made by the author), values, leadership success, etc.*
- *Identify 2 different leaders (one national, one international) and compare/contrast. Pay particular attention to the ethical issues in each situation.*
- *Take one ethical vs. one unethical leader – compare/contrast style, success, ability to lead, vision.*

Paper criteria will be further discussed in class, but will include:

- 8 – 10 pages
- Double-spaced
- Cover & reference pages
- **At least 8 references** (maximum of 3 web-based)
- Header including name, page number, and date

Supplementary details will be provided in class.

Total points available: 1000 points. Grading Scale: 900-1000 = A, 800 – 899 = B, 700 – 799 = C, 600 – 699 = D, 599 and below = E

Note to students with disabilities:

The University of Kentucky welcomes students with disabilities into the University's educational programs. Early in the semester, students with disabilities should provide the instructor with a letter from the UK Disability Resource Center that certifies the need for exam or classroom accommodations. It is the student's responsibility to register with the DRC who will verify the disability and need for accommodations. For additional information, contact the DRC at <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Statement of Nondiscrimination:

The University of Kentucky is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The University of Kentucky does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

Course Outline

Week	Topic/Due Dates	Readings
1	Introductions, review of syllabus, assignments, expectations, etc. Introduction to Leadership	
2	The Importance of Ethics in Leadership Individual Sources of Power Classic Power Theory	Rhode, Introduction Handouts (Ciulla, Chapter 1); Machiavelli
3	Power & Ethics The Undisciplined Bill Clinton	Greenstein, Chapter 12
4	Morals for Public Officials Reflection #1 Due <i>Group work online – No f2f class</i>	Rhode, Chapter 4 Handout
5	Making Sense of Moral Meltdowns The Paradox of Richard Nixon	Rhode, Chapter 1 Greenstein, Chapter 7
6	Taming Power Coming to Terms with Kennedy	Rhode, Chapter 6 Greenstein, Chapter 5
7	Power and Moral Leadership FDR Reflection #2 Due	Rhode, Chapter 7 Greenstein, Chapter 2
8	<i>Group work online – No f2f class</i> <i>Reflection online – No f2f class</i>	
9	The Psychology of Power The Unexpected Eisenhower	Rhode, Chapter 5 Greenstein, Chapter 4
10	Self-sacrifice vs. Self-interest Virtue	Rhode, Chapter 9

11	Exercising Moral Courage Reflection #3 Due	Rhode, Chapter 12
12	The Instructive Presidency of Gerald Ford Moral Luck	Greenstein, Chapter 8
13	Lyndon B. Johnson & the Primacy of Politics Leadership for the Greatest Good	Greenstein, Chapter 6
14	Duties of Leaders and Followers	
15	Perspectives on Global Leadership Reflection #4 Due	Rhode, Chapter 13
	George W. Bush and the Politics of Agenda Control	Greenstein, Chapter 13
16	Empowerment Lessons from the Modern Presidency	Final Paper Due!
17	Finals Week	

Note: This course outline represents an approximation of the topics to be covered, on the respective dates. Actual coverage will depend on the pace of discussion, the collective needs of students and the professor, along with the demands of time. You are expected, nonetheless, to keep pace with the calendar of assigned readings.