



School of Professional Studies
Doctoral Program in Leadership Studies
Course Syllabus

DPLS 758: Leadership and Literature Three (3) Semester Hours	
<i>Instructor:</i> Karen E. Norum, Ph.D.	<i>Class Days:</i> Jan. 12, 19; Feb. 2, 16; Mar. 2, 9, 23; Apr. 6
<i>Office:</i> Rosauer Center, Rm 248	<i>Class Hours:</i> 6:00 to 10:00 PM
<i>Telephone:</i> 509/323-3630	<i>Location:</i> RC 130
<i>Fax:</i> 509/323-5964	<i>Office Hours:</i> by appointment
<i>E-Mail Address:</i> norum@gonzaga.edu This is the best way to contact me	

DESCRIPTION: This course invites students to fall in love with various forms of literature which speak of leading and leadership. The course draws students into a deeper understanding of leadership through critical reviews and intellectual discoveries of such literature.

Required texts for the class have been chosen to focus on a theme of affirmation and hope. We will explore positive leadership through different genres of literature (poetry, biography, historical fiction, wisdom stories, etc.)

REQUIRED Barks, C. (1995). *The essential Rumi*. Harper Collins/Harper San Francisco Publishers.

TEXTS: Loeb, P. R. (2004). *The impossible will take a little while*. New York: Basic Books.

Madonna. (2004). *The adventures of Abdi*. New York: Callaway

Silf, M. (2003). *One hundred wisdom stories from around the world*. Cleveland, OH: Pilgrim Press.

Smith, A. M. (2003). *Friends, lovers, chocolate*. New York: Pantheon Books.

PLUS a book of your choice: this book can be from any genre of literature as long as you can tell us how it is related to affirmation, hope, and leadership.

INSTRUCTIONAL As opposed to instructional objectives, instructional intentions are general statements about the overall direction of the course. They indicate what you as a student can expect to take from the class.

INTENTIONS: By the end of this class, students should be able to:

1. Appreciate various genres of literature
2. Discover lessons for leadership in literature they may encounter on a daily basis or read for enjoyment (as opposed to a course requirement)
3. Develop an understanding of the leader in three dimensions: the interior of the leader, the leader in organizational settings, the leader in global systems
4. Read reflectively (contemplate how the text reinforces or challenges their views of leadership)
5. Critically review literature noting how the text is different and is similar to their own experiences

LEARNING ACTIVITIES: While the achievement of the above intentions is primarily the responsibility of the student, various learning activities are designed to facilitate this process. Reading and reflecting upon what was read to be able to contribute to a class discussion should assist you in discovering lessons for leadership in the various texts. Written assignments and class activities are designed to provide opportunities to reflect upon and synthesize what is being learned at a personal and collective level.

EVALUATION AND GRADE ASSIGNMENT

At this level of coursework, attendance and participation is essential. This is not a spectator sport—you are expected to be involved; it is also up to you to make the course meaningful to you. This makes assigning a grade highly subjective and subject to a value judgment on the part of the instructor as to the quality of your effort, thought, and participation put forth in completing course requirements. This particular instructor values quality of input over quantity. I will be looking for demonstrations of how you are making the course material your own and how you are creating (not simply acquiring) knowledge. There is buried treasure to be found in the course—you get to identify and uncover the treasure. Your grade will be based on a combination of class attendance, meeting assignment deadlines, content (what you communicate in class and in assignments), written communication (quality of papers and projects), and your work as it compares to that of your peers.

The criteria for the grade assignment in this course are:

15%: Class participation: Rumi-nations & Words of Wisdom:

Intellectual and social interaction is a major part of the course. You are expected to come to class prepared to discuss the class readings, bring your reflections, questions, wonderments, and conclusions to the table. From January 19-April 6, we will open each class with a selection from Rumi and close with a Wisdom Story. Students will take turns choosing and sharing the "Rumi-nation" and Words of Wisdom for the class.

15%: Despair and Hope (DUE January 12): Imagine you are a consultant that has been hired to help a fledgling company--one that is in trouble and downsizing, restructuring, and maybe even possibly on the brink of going out of business. Draft a short (1-2 pages written) message of hope and affirmation using "The Adventures of Abdi" and at least 3 readings (of your choice) from "The Impossible Will Take a While." What is there to affirm about an organization in this situation? What is there to give hope about? Assume the message will be distributed throughout the organization--it may be in the form of a letter or memo, posted on the organization's intranet, etc. This means you can use multimedia such as powerpoint for this assignment.

15%: What is hope? (DUE February 2): The theme for the class is affirmation and hope. We will be exploring these themes in literature. However, there can be many interpretations of hope. Is hope the opposite of hopelessness? Is it the same as optimism? What is the role of hope in leadership, organizations, and global systems? On February 2, you will share with the rest of the class your interpretation of "hope." This can take a creative form: visual, music, written, etc.

15%: Poetry Night: March 9. We will focus on the poetic genre of literature the night of March 9. You will each be responsible for bringing a poem that has to do with leadership, hope, and affirmation and tell us how you see it relating to those themes. Hand in the poem and your interpretation of how it relates to leadership, hope, and affirmation.

20%: Critical book review and critique (DUE on or before March 23):

For this assignment, you need to read and review a book related to affirmation, hope and leadership. It can be from any genre of literature. The book could be one that was used as a text for another class, a popular business book (*Elizabeth 1 CEO, Jesus CEO*), a biography (*Living History, Leadership the Eleanor Roosevelt Way, John Adams, The Kennedy Curse*), autobiography, a mixture of genres (*The Heart Aroused, Love and Profit*), a novel, a classic, fiction...you get the idea.

A critical book review is very different from a book "report." The difference being that more time is spent evaluating the book's content than merely reporting on it. This being the case, the reader must use higher order cognitive skills than is required by normal patterns of reading and reporting. Generally, a book annotation and critical review contains three types of information: (1) a brief overview of the content; (2) an evaluation of the book; and (3) a recommendation or assessment of an appropriate audience for the book and suggestions for its improvement.

Overview of the Book: Briefly describe the purpose of the book, the author's perspective or viewpoint, and the general content – without detailing every chapter.

Evaluation of the Book: This is the heart of a critical book review, and should be given ample thought while reading and reviewing the book. The reader should maintain a critical and reflective stance toward the

content and consider the overall worth and validity of the book. Consider the following questions:

- How successful was the author in doing what was proposed?
- Are the major themes or ideas well developed and understandable?
- What were the highlights and disappointments of the book and why?
- What assumptions or biases of the author are you aware of? How were they handled?
- Is the subject matter approached in an unusual or unique fashion?
- What is the quality of the scholarship? Is the material well documented and referenced?
- How well written is the book? Is the book organized in an orderly, logical fashion?
- How does the book compare with similar books you've read on leadership?

Recommendation/Assessment of the Book: To whom would you recommend this book (if at all)? Why? In what ways would you suggest the book be used? What relevance does the book have for leaders or potential leaders? What improvements would you suggest for the book?

The review should be 7 to 10 pages long. It will be shared with the rest of the class. You can submit it anytime before March 23; it is due on March 23 at the latest. We will discuss the book reviews in the March 23 class.

20%: Annotated Bibliography (DUE on or before April 6). The field of Positive Organizational Scholarship is a newly developing field. It can be difficult to draw on examples of hope, affirmation, and the positive because we have many more negative ones to choose from. Yet there are many positive examples; we may not have taken time to find them. For this assignment, create an annotated bibliography of at least ten books you think are related to hope, affirmation, and leadership. These can be books you have read before, even growing up. The message needs to be one that someone could draw upon when looking for a positive example to send a message, reinforce a point, etc. The books can be from any genre of literature (for poetry, it would need to be a book that is a collection of poems). We will share our Bibliographies in the April 6 class.

TENTATIVE Course Schedule

TIME & PLACE: Thursdays, 6-10 PM RC 130

PROFESSOR: Dr. Karen Norum, Assistant Professor of Leadership Studies

OFFICE HOURS: by Appointment; Office # 248

PHONE: 323-3630 (O) 323-5964 (F)

EMAIL: norum@gonzaga.edu (This is the best way to contact me)

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#### Tentative Schedule

| <b>Date</b> | <b>Readings</b>                | <b>Assignments</b>                                                        | <b>Tentative Topics</b>                                                               |
|-------------|--------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| January 12  | Madonna (all)<br>Loeb (choice) | <b>DUE: Message of Hope</b>                                               | Class Expectations<br>Messages of Hope                                                |
| January 19  | Loeb, Parts 1-2                | Rumi-Nation: Rob<br>Wisdom: Tim, Lin                                      | Seeds of the Possible<br>Dark Before the Dawn                                         |
| February 2  | Loeb, Parts 3-4                | Rumi-Nation: Tim<br>Wisdom: Rob<br><b>DUE: What is Hope?</b>              | Everyday Grace<br>Flight of Our Dreams                                                |
| February 16 | Loeb, Parts 5-6                | Rumi-Nation:<br>Sharon, Deb<br>Wisdom: Sharon                             | Courage is Contagious<br>The Global Stage                                             |
| March 2     | Loeb, Parts 7-8<br>Smith, all  | Rumi-Nation: Carole<br>Wisdom: Carole                                     | Radical Dignity<br>Beyond Hope<br>Friends, Lovers,<br>Chocolate                       |
| March 9     | Loeb, Part 9                   | Rumi-Nation: Jim,<br>Kathy<br>Wisdom: Jim, Deb<br><br><b>Poetry Night</b> | Poems of Leadership,<br>hope, and affirmation<br><br>Only Justice Can Stop a<br>Curse |
| March 23    |                                | Rumi-Nation: Lin<br>Wisdom: Kathy<br><b>DUE: Critical Book Review</b>     | Book Reviews                                                                          |
| April 6     |                                | Rumi-Nation: Tom<br>Wisdom: Tom<br><b>DUE: Annotated Bibliography</b>     | Examples of the<br>Positive                                                           |