INSTRUCTOR INFORMATION
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Office Hours: By appointment only
Email: BeersM@fiu.edu
Phone: 305-348-5323
Web Page: https://lead.fiu.edu

COURSE DESCRIPTION AND PURPOSE
The FIU Center for Leadership is committed to delivering high-quality leadership education to our community by engaging our students in conversations about leadership. This course is meant to help students actively reflect on leadership by viewing cinematic portrayals that could potentially mirror their own personal values, attitudes, and behaviors. We will use films to depict a variety of situations and personalities through which students will be able to analyze, understand, and draw their own conclusions about various principles of leadership. These films will be supplemented with relevant and prominent theories and perspectives on leadership.

COURSE OBJECTIVES
1) To look at leadership from multiple perspectives in order to obtain useful insights about its application
   Leadership can be defined and evaluated in many, many ways. As a concept, it is so complex and ambiguous that even scholars often have varied viewpoints when they attempt to discuss it. As they progress through this course, students will examine leadership through various theoretical frameworks. Each framework has its own set of behaviors and attitudes that have varying applicability depending on the situation and context. With the use of films, it is expected that students will obtain insights that will help them in their own leadership practice.

2) To understand various popular leadership theories, analyze them, critique them, and apply their learnings to a variety of organizational issues and everyday problems
   Through in-class discussions, activities, and reviewing course materials, students will be able to better understand key theories and practices that have shaped our understanding of leadership. Using various scenarios from both the films and organizational examples, students will be able to analyze problems and address those issues appropriately.
Leadership in Film: Theory and Practice – Course Syllabus

3) Students will select relevant information, organize and evaluate the information and apply it to issues of leadership

Leadership topics will have both theoretical and support materials, and a film that reflects the relevant theory. This will provide students the opportunity to analyze and critique the material to highlight their critical thinking skills. Discussions and critical analyses will highlight essential intellectual traits including humility, courage, empathy, autonomy, integrity, resilience, confidence, and fair-mindedness.

Student learning outcomes include the ability to

1. Describe key leadership frameworks and concepts.
2. Evaluate prominent leadership theories on the basis of their strengths and weaknesses.
3. Review and analyze organizational issues with a multiple perspectives approach to the concept of leadership.
4. Develop and demonstrate the ability to apply critical thinking skills when addressing issues or others’ opinions.
5. Discuss critically, the strengths and weaknesses of a film as a tool for leadership development.
6. Link behaviors and traits of characters from the films with prominent perspectives from leadership theories.
7. Demonstrate the ability to produce an in-depth written exploration of leadership theory, frameworks, and/or concepts.

COURSE MATERIALS

Required Textbook:
Author: Peter G. Northouse.
Sage Publications.

Supplemental Reading:
All supplemental reading material will be available electronically in PDF format through Dropbox or Blackboard.

Films:
There is required viewing of 4 films per semester for class discussion. One copy of each film will be available in DVD format in library reserve – subject to library protocol for check out. Students may also opt to organize group viewings on their own. Students may also access film via their own video streaming accounts, i.e. Netflix, Amazon Prime, Hulu Plus, etc.

COURSE REQUIREMENTS

This course will cover two semesters (Fall and Spring).

Class attendance and participation: Students are required to attend all seminars, complete any and all readings in advance of class, and come prepared to engage in high-quality dialogue. Each student’s active involvement will be reflected in the class participation portion of the grade.

Discussions: Students are expected to be active participants in this course – this includes participating in small group discussions during class and making comments, and/or asking
questions in the overall class session. There is an expectation that students will be present and contributing to the learning environment by being an active member of the class. Students will be challenged to think about their pre-conceived notions of leadership, take charge of their own learning, and seek answers to relevant questions during or after class, in conversations with peers, and/or from the instructor. Each student’s leadership development should be personal and proactive endeavor throughout the course.

Written Assignments: For all written assignments, spelling, grammar, punctuation, clarity of thought and organization will influence the final grade.

Film Blog Posts: For the weeks during which films will be analyzed, students will be required to prepare a blog style entry that uses excerpts from the film presented that week and discusses/analyses the leadership theory/theories discussed in class (either through the assigned textbook, supplemental readings, class discussion or a combination). Each blog entry will consist of a minimum of 500 words. All blogs should be of high-quality and should add value to/ carry forward the discussion on leadership as represented in the film and class discussions. These blogs are due at 11:59 p.m. on the day before the film is to be discussed and should be submitted through Blackboard.

Exams: There will be a Midterm and a Final Exam each semester. These will account for 60% of the overall grade.

Individual Reports: Leadership Reflection Paper – Each semester students will prepare a reflection paper (1000 word minimum) that will provide a summary of the material presented and how what they have learned will make them approach their own leadership capabilities in the future. Further details about the paper will be distributed several weeks before the due date each semester. It is expected that papers will be grammatically and stylistically strong and will present a cogent understanding of leadership theory and practice.

Fall semester ONLY: Final Exam: Feature Film Discussion Guide - Each student will choose a feature-length film they have recently watched (other than those viewed in the class) and prepare a short discussion guide for that film. The purpose is to allow students to demonstrate the ability to apply leadership theories discussed in class in a film they have viewed. For the discussion guide, pretend you are the professor and that you are preparing a 30 minute section of class. The discussion guide should include the following: Details about the film (Title, year, director, main stars, etc.); a summary of the film plot; brief discussion of the leadership theory/practice the film illustrates; Identify/describe clips (with timing) that illustrate the concept of leadership the student wishes to highlight; 3-4 discussion starter questions to engage the class in meaningful dialogue (be sure to include your own answers to the questions you pose.) As time permits, students may be asked to present their work during the Spring semester. Additional information on the discussion guide will be distributed several weeks before the due date.

Spring semester ONLY: Final Exam Film Project: (Group project) – In small groups, students will complete a 5-7 minute short film that exemplifies a leadership theory and practice which has been covered during the semester. Films styles may include any genre including mystery, drama, comedy, satire, parody, etc. Students will be asked to prepare a discussion guide for their film (see paragraph above) and will lead the class in a discussion of their film. Group participation must be documented – a “credits page” should be included. More details will be provided at the beginning of the Spring semester.
Assignments Due dates: Unless otherwise noted, all assignments (blogs, discussion guides, and reflection papers) are due at 11:59 p.m., on the Monday before class and should be submitted through Blackboard. **Late submissions will be assessed a penalty of 20% per day off the assignment grade. No late submissions of the Film Discussion paper (final exam) will be accepted.**

**COURSE EVALUATION** (each semester)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Contribution and Participation</td>
<td>10%</td>
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<tr>
<td>Blogs (4)</td>
<td>15%</td>
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<tr>
<td>Midterm Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam (Discussion Guide)</td>
<td>30%</td>
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**GRADING SCALE**
The following scale is used to assign final grades. Percentages will be rounded up if the value is .5 or greater. In other words, an 85.5% would be rounded up to an 86%. An 85.4% would be rounded down to an 85%.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
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<th>Letter Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>B-</td>
<td>80-82</td>
<td>D</td>
<td>65-70</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<td>&lt;65</td>
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<td>B+</td>
<td>87-89</td>
<td>C</td>
<td>73-76</td>
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<tr>
<td>B</td>
<td>83-86</td>
<td>C-</td>
<td>70-72</td>
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**COURSE SCHEDULE**
A description of the complete 30-week course is outlined below. This course will span two semesters and is divided into two parts. Part one (Fall 2015) will be Leadership in Film: Classical Theories of Leadership. Part two (Spring 2016) will be Leadership in Film: Contemporary Theory and Practice. **This schedule is a tentative schedule. Readings and movie titles may change at the discretion of the instructor.**

Classical Theories of Leadership

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments to be completed prior to class</th>
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<tbody>
<tr>
<td>Week 1 Aug 25</td>
<td>Introduction to Leadership theories and practice</td>
<td>Read Chapter 2 (p.19-32) of the textbook. Read case 2.1 (p. 33-34) and answer the 3 questions at the end. Bring your responses to class.</td>
</tr>
<tr>
<td>Week 2 Sept 1</td>
<td>Trait Approach to Leadership Part I</td>
<td>Small groups will be assigned</td>
</tr>
<tr>
<td>Week 3</td>
<td>Trait Approach to Leadership Part II</td>
<td>Complete the online Big Five Personality assessment found at “outofservice.com” Bring your results to class.</td>
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<tr>
<td>Week 4 Sept 8</td>
<td>Film Discussion: The Caine Mutiny (1954)</td>
<td>Watch The Caine Mutiny. Post Film Blog Discussion Topic #1 due. (500 word minimum) Submit via Blackboard. Pick one scene in the film that illustrates the Trait approach in leadership and come prepared to share with the class.</td>
</tr>
<tr>
<td>Week 5 Sept 22</td>
<td>Skills Approach to Leadership</td>
<td>Read Chapter 3, p. 43-57; 71-72.</td>
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<tr>
<td>Week 6 Sept 29</td>
<td>Film Discussion: Moneyball (2011)</td>
<td>Watch Moneyball. Post Film Blog Discussion Topic #2 due. (500 word minimum) Submit via Blackboard. Pick one scene in the film that illustrates the Skills approach in leadership and come prepared to share with the class.</td>
</tr>
<tr>
<td>Week 7 Oct 6</td>
<td>Decision-Making and Leadership</td>
<td>No assignment due. Remember to review materials covered thus far in preparation for Midterm.</td>
</tr>
<tr>
<td>Week 8 Oct 13</td>
<td>----------MIDTERM EXAM-------------</td>
<td>No assignment due.</td>
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<tr>
<td>Week 9 Oct 20</td>
<td>Situational Approach to Leadership Contingency Theory of Leadership</td>
<td>Read Chapter 5, p. 99-109. Read Case 5.3 (p.113-114) and answer the questions posed. Bring answers to class. Read Chapter 6, p.123-130; and 135.</td>
</tr>
<tr>
<td>Week 10 Oct 27</td>
<td>Film Discussion: Remember the Titans (2000)</td>
<td>Watch Remember the Titans. Post Film Blog Discussion Topic #3 due. (500 word minimum) Submit via Blackboard. Pick one scene in the film that illustrates Situational or Contingency Theory and come prepared to share with the class.</td>
</tr>
<tr>
<td>Week 12 Nov 10</td>
<td>Power and Influence</td>
<td>No assignment due. Remember the Leadership Reflection paper is due on November 23 and the Final Exam Film Discussion Guide is due on November 31- each at 11:59pm.</td>
</tr>
<tr>
<td>Week 13 Nov 17</td>
<td>Film Discussion: 12 Angry Men (1957)</td>
<td>Watch Twelve Angry Men. Post Film Blog Discussion Topic #4 due. (500 minimum) Submit via Blackboard. Pick one scene in the film that illustrates Path Theory or principles of power and influence in and come prepared to share with the class.</td>
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</table>
Leadership in Film: Theory and Practice – Course Syllabus

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Barriers to Communication</th>
<th>Leadership Reflection Paper due at 11:59 p.m. on November 23.</th>
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<tbody>
<tr>
<td>Nov 24</td>
<td>What is Your Leadership Brand?</td>
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<thead>
<tr>
<th>Week 15</th>
<th>---------- FINAL EXAM ----------</th>
<th>Final Exam: Feature Film Discussion Guide due at 11:59 p.m. on November 31</th>
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<tbody>
<tr>
<td>Dec 1</td>
<td>Class will be held.</td>
<td>Attendance required.</td>
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**Spring 2016**
**An updated syllabus will be provided prior to the start of the Spring semester**

Contemporary Theories of Leadership

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Submission Deadlines</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course introduction and expectations</td>
<td>Review of Leadership theories</td>
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<tr>
<td>Week 2</td>
<td>Leader-Member Exchange Theory</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Week 3</td>
<td>Film Discussion: <em>Master and Commander</em> (2003)</td>
<td>Watch <em>Coach Carter</em>. Post Film Blog Discussion Topic #1 due. (500 word minimum) Submit via Blackboard. Pick one scene in the film that illustrates Leader-Member Exchange Theory and come prepared to share with the class.</td>
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<tr>
<td>Week 4</td>
<td>Transformational Leadership Part I</td>
<td>Vision in Leadership</td>
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<td>Chapter 9</td>
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<tr>
<td>Week 5</td>
<td>Transformational Leadership Part II</td>
<td>Values in Leadership</td>
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<td>Reading TBA</td>
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<td>Week 6</td>
<td>Film Discussion: <em>Invictus</em> (2009)</td>
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<td>Watch <em>Invictus</em>. Post Film Blog Discussion Topic #2 due. (500 word minimum) Submit via Blackboard. Pick one scene in the film that illustrates Transformational Leadership and come prepared to share with the class.</td>
</tr>
<tr>
<td>Week 7</td>
<td>----------MIDTERM EXAM----------</td>
<td>No assignment due. Remember to work on your film project.</td>
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Page | 6
| Week 8 | Servant Leadership  
Authentic Leadership | Chapters 10 and 11 |
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<tbody>
<tr>
<td>Week 9</td>
<td>Film discussion</td>
<td>TBA</td>
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<tr>
<td>Week 10</td>
<td>Film Discussion: <em>Braveheart</em> (1995)</td>
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</table>
|         | Watch *Braveheart*.  
Post Film Blog Discussion Topic #3 due. (500 word minimum) Submit via Blackboard.  
*Pick one scene in the film that illustrates Servant and/or authentic Leadership and come prepared to share with the class.* |
| Week 11 | Team Leadership  
Culture and Leadership | Chapters 12 and 15 |
| Week 12 | Women and Leadership | Chapter 14 |
| Week 13 | Film Discussion: *Elizabeth I* (2003) |
|         | Watch *Elizabeth I*.  
Post Film Blog Discussion Topic #4 due. (500 word minimum) Submit via Blackboard.  
*Pick one scene in the film that illustrates Culture and Leadership or Women and Leadership and come prepared to share with the class.* |
| Week 14 | Leadership Ethics | Leadership Reflection Paper due |
| Week 15 | **---------- FINAL EXAM ----------**  
Film Screenings in class with guest evaluators. | Final Exam group project.  
Project is due at 11:59 p.m. day before. |

**UNIVERSITY AND HONORS COLLEGE POLICIES**

**Religious Holidays**
Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.
Leadership in Film: Theory and Practice – Course Syllabus

Disability Notice
Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center (DRC), if you have not done so already.” Please note that if you have a student who is registered with the DRC, you will receive notification about the student’s disability and a detailed description of accommodations the student will require.

Honors College Requirements
Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors Citizenship Requirements
Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See http://honors.fiu.edu/academics/policies/citizenship/.

Student Portfolios
The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See www.honors.fiu.edu/portfolios.

Honors Education in the ARTS (HEARTS)
The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See http://honors.fiu.edu/hearts/.

Honors College Academic Misconduct Statement
In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures and Penalties
An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website
Leadership in Film: Theory and Practice – Course Syllabus


Please refer to the following documents for additional information:
- FIU Honors College Student Handbook – http://honors.fiu.edu/handbook0910.html
- FIU Honors College Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.html

Courses