



Center for
Leadership

FLORIDA INTERNATIONAL UNIVERSITY



Course Syllabus
Honors Seminar: Aesthetics, Values, and Authority
Leadership in Film: Theory and Practice
IDH 3034-U23
Fall 2016/Spring 2017

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION AND PURPOSE

History is the story of great leaders, some with famous names we all remember and others who remain unrecognized. To help create history and build a great economic and socially responsible global community ethical and effective leadership across all levels and types of organizations is required. At the epicenter of leadership is sound and effective decisions.

Effective leadership is evidenced and defined by behavior and action – it's not about "being" a leader, but "doing leadership well." It is important, then, that leadership studies focus on two epicenters: self-insight and developable skills.

- **Self-Insight:** To be most effective a leader must first begin to look inward and be prepared to take a deep dive into who they are, how they think, how they view the world, and to question the basis for these perceptions. While it is unlikely that an individual may be able to change these more core characteristics, deep self-awareness can help leaders proactively manage leadership behaviors.
- **Leadership Skills and Behaviors:** The application of cutting-edge research vetted by leading practitioners allows leaders to learn, practice and develop actionable skills and behaviors consistent with effective leadership.

This course is designed to prepare the next generation of leaders, our Honors College students, to develop self-insight through assessments and reflection and make self-insight the foundation of their leadership arsenal; to become familiar with theories of leadership that will provide them with skills to enhance their leadership decisions in the future; and practice the

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application of these skills as leadership behaviors and values that will become part of their successful professional endeavors.

The *Leadership in Film* 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.

- 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.

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7. Demonstrate the ability to produce an in-depth written exploration of leadership theory, frameworks, and/or concepts.

COURSE MATERIALS

Required Textbook:

Leadership: Theory and practice. (7th edition) Author:
Peter G. Northouse.
Sage Publications.
ISBN-13: 9781483317533

Supplemental Reading:

All supplemental reading material will be available for student use electronically in PDF format through Dropbox or Blackboard.

COURSE REQUIREMENTS

This course will cover two semesters (Fall 2016 and Spring 2017).

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 and Videos: Students will be required to prepare a blog style entry that uses excerpts from the film or theories assigned 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. Video blogs will reflect an understanding of the leadership theory assigned and will include a 3 minute and 5 subject minimum. **All blogs should be of high-quality and should add value to/ or carry forward the discussion on leadership as represented in the films, theories, and class discussions.** These blogs are due at 11:59 p.m. on the day before class and should be submitted through Blackboard.

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

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 as part of the class assignments) 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 to a film they have viewed. For the discussion guide, a student should pretend he/she is the professor and that he/she must prepare 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: (Team 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)

Class Contribution and Participation	10%
Blogs/Videos (4)	16%
Midterm Exam	30%
Reflection Paper	14%
Final Exam (Discussion Guide)	30%

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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%.

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	93-100%	B-	80-82	D	65-70
A-	90-92	C+	77-79	F	<65
B+	87-89	C	73-76		
B	83-86	C-	70-72		

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 2016) will be Leadership in Film: Classical Theories of Leadership. Part two (Spring 2017) 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 Leadership Theories

Week	Topic	Assignments to be completed prior to class
Week 1 Aug 23	Introduction to Leadership theories and practice Course objectives and expectations	-----
Week 2 Aug 30	Trait Approach to Leadership Part I	<i>Post video #1 on "Define Leadership" (3 minute/5 subjects minimum.) 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.</i>
Week 3 Sept 6	Trait Approach to Leadership Part II	<i>Complete the online Big Five Personality assessment found at "outofservice.com" Bring your results to class.</i>
Week 4 Sept 13	Film Discussion: <i>The Caine Mutiny</i> (1954)	<i>The Caine Mutiny.</i>
Week 5 Sept 20	Skills Approach to Leadership	<i>Read Chapter 3, p. 43-57; 71-72.</i>
Week 6 Sept 27	Film Discussion: <i>Moneyball</i> (2011)	<u>No assignment due.</u>

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Week 7 Oct 4	Decision-Making and Leadership “Castaways” and Values	Post Film Blog Discussion Topic #1: “What are the most important skills leaders need?” (500 word minimum) Submit via Blackboard. Remember to review materials covered thus far in preparation for Midterm.
Week 8 Oct 11	----- MIDTERM EXAM -----	<u>No assignment due.</u>
Week 9 Oct 18	Situational Approach to Leadership	Read Chapter 5, p. 99-109. Read Case 5.3 (p.113-114) and answer the questions posed. Bring answers to class.
Week 10 Oct 25	Film Discussion: <i>Remember the Titans (2000)</i>	<u>No assignment due.</u>
Week 11 Nov 1	Path-goal Theory of Leadership Motivation	Post Film Blog Discussion Topic #2: <i>Remember the Titans; Situational Leadership</i> (500 word minimum) Submit via Blackboard.
Week 12 Nov 8	Power and Influence Election Day	<u>No assignment due.</u> <i>Remember the Leadership Reflection paper is due on November 21 and the Final Exam Film Discussion Guide is due on November 28 - each at 11:59pm.</i>
Week 13 Nov 15	Film Discussion: <i>12 Angry Men (1957)</i>	Post Video Topic #2: “How do you influence people?” (3 min/5 subject minimum.) Submit via Blackboard.
Week 14 Nov 22	Barriers to Communication What is Your Leadership Brand?	<u>Leadership Reflection Paper</u> due at 11:59 p.m. on November 21.
Week 15 Nov 29	----- FINAL EXAM ----- Class will be held. Attendance required.	<i>Final Exam: Feature Film Discussion Guide due at 11:59 p.m. on November 28</i>

Spring 2016

An updated syllabus will be provided prior to the start of the Spring semester Contemporary Theories of Leadership

Week	Topic	Submission Deadlines
Week 1 Jan 10	Course introduction and expectations Review of Leadership theories Leadership in review	-----
Week 2 Jan 17	Leader-Member Exchange Theory Team Project Assignment: 5 minute film “On Chapter 8 Leadership”	

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Week 3 Jan 24	Film Discussion: <i>Master and Commander (2003)</i>	Post Video, Topic #1 due: "What motivates you to do your best work?" (3 minute/5 subject minimum.) Submit via Blackboard.
Week 4 January 31	Transformational Leadership Part I Vision in Leadership	Chapter 9
Week 5 Feb 7	Transformational Leadership Part II Values in Leadership	Post Film Blog Discussion Topic #1: "The role of Values in Leadership." (500 word minimum.) Submit via Blackboard.
Week 6 Feb 14	Film Discussion: <i>Invictus (2009)</i>	<u>No assignment due.</u>
Week 7 Feb 21	-----MIDTERM EXAM-----	<u>No assignment due.</u> Remember to work on your film project.
Week 8 Feb 28	Servant Leadership Authentic Leadership	Post Film Blog Discussion Topic #2: <i>Invictus and Transformational Leadership</i> (500 word minimum) Submit via Blackboard. Read Chapters 10 and 11
Week 9 March 7	In-Class Team Project Work	<u>No assignment due.</u>
Week 10 March 14	SPRING BREAK	No Class
Week 11 March 21	Team Leadership Culture and Leadership	Chapters 12 and 15
Week 12 March 28	Women and Leadership	Chapter 14
Week 13 April 4	Film Discussion: <i>Elizabeth I (2003)</i>	Post Video, Topic #2 due: "Women in leadership." (3 minute/5 subjects minimum) Submit via Blackboard.
Week 14 April 11	Team Project Work	<u>No assignment due</u>
Week 15 April 18	Reflection Paper in Class	<u>No assignment due</u>
Week 16 April 25	----- FINAL EXAM ----- Film Screenings in class with guest evaluators.	Final Exam group project. Project is due at 11:59 p.m. April 24.

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.

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.”

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.

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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 (<http://honors.fiu.edu/academics/policies/>), and the Academic Misconduct Procedures, available at <http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm>.

Please refer to the following documents for additional information:

- FIU Code of Academic Integrity – <http://www.fiu.edu/~dwyere/academicintegrity.html>.
- FIU Honors College Student Handbook – <http://honors.fiu.edu/handbook0910.html>
- FIU Honors College Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.htmlCourses