

Course Syllabus
Leadership in Film: Theory and Practice
IDH 3034-U23
Spring 2019

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.

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:** Understanding leadership research vetted by leading practitioners allows leaders to learn, practice and develop actionable skills and behaviors consistent with effective leadership. It is in applying these skills to new and changing environments that leaders make the best decisions for themselves and their organizations.

Leadership in Film: Theory and Practice is designed to prepare the next generation of leaders, our Honors College students, to develop deeper self-insight through assessments and reflection and make self-insight the foundation of their leadership portfolio, become familiar with theories of leadership that will provide them with skills to enhance their leadership decisions in

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

The *Leadership in Film* course will encourage students to actively reflect on leadership practice by viewing cinematic portrayals that could potentially mirror or challenge their own personal values, attitudes, and behaviors. Films are used to illustrate 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 lectures on theories, readings, and other 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 these 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 films as a tool for leadership development.
6. Link behaviors and traits of characters and situations from the films with prominent perspectives from leadership theories and applying them to current events.

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7. Demonstrate the ability to produce an in-depth written analysis of leadership theory, frameworks, and/or concepts and their application and implications for personal and organizational leadership.

COURSE MATERIALS

Required Textbook:

Leadership: Theory and Practice. (8th edition)

Author: Peter G. Northouse.

Sage Publications.

ISBN-13: 9781483317533

Supplemental Reading:

All supplemental reading material will be available for student's use electronically in PDF format through Canvas.

Films:

There is a required viewing list of 2-4 films per semester for class discussion. Some films will be viewed in class; others are available through the FIU library streaming service. Students may also opt to organize group viewings on their own. Students may also access films via their own video streaming accounts, i.e. Netflix, Amazon Prime, Hulu Plus, etc.

COURSE REQUIREMENTS

This course covers two semesters (Fall and Spring).

Class attendance and participation: Successful students are required to demonstrate active involvement in the class by completing the following:

1. Attend all seminars (more on attendance below),
2. Complete any and all readings in advance of class, and
3. Come to every class prepared to engage in high-quality dialogue.

The extent of 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.

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 a 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.**

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Film Blog Discussion Posts: 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 350 words. **All blogs should be of high-quality and should add value to/carry forward the discussion on leadership as represented in the films, theories, and class discussions.** These blogs are due no later than midnight on the day of class and should be submitted through Canvas.

Leadership Reflection Paper – Each semester students will prepare a reflection paper (1000 word minimum) that will discuss **how what they have learned will make them approach their own practice of leadership 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.

Spring semester: Final Exam Film Project: (Team-based 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 academic year. Film styles may include any genre including mystery, drama, comedy, satire, parody, etc. Each team will be asked to prepare a discussion guide for the film and will lead the class in a discussion of their film. Group participation must be documented – a “credits page” should be included that lists all those who worked on the film and their roles. For the discussion guide, a student should pretend he/she is the professor and he/she must prepare a 30-minute section of class. The discussion guide should include the following: Details about the film (title, year made, director, main stars, characters, etc.); a summary of the film plot; brief discussion of the leadership theory/practice the film illustrates; how the film illustrates the concept of leadership selected; 3-4 discussion starter questions to engage the class in meaningful dialogue. Possible answers to the discussion questions should be included in the paper.

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

This course will span two semesters. Part One (Fall 2018) explores classical theories of leadership and their practical application in everyday life; Part Two (Spring 2019) will focus on contemporary leadership theory and practice.

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SPRING 2019

COURSE EVALUATION (Spring 2019)

	20%
	<p>Sign in - Students are expected to sign in to class on the weekly roster</p> <p>Absences will be noted as follow: 1 absence = excused 2 or more = 0.5 pt deducted per absence</p> <p>Lateness to class = consistent lateness (3x or more) will be deducted as absences.</p> <p>Class discussion - Every student is expected to contribute to class discussions. Tallies of contributions are noted.</p>
Blogs (4) + 1 Quiz	20% (4% each)
	<p>Each blog will be a minimum of 350 words and address the question posed. Late papers will be assessed -0.5 per day late Class presentation may take the place of one blog.</p>
Midterm Exam	20%
In-class Reflection Paper	15%
	<p>Personal reflection paper To be written in class.</p>
TEAM FINAL PROJECT : 2 Parts	Total 25% - see below for breakdown of grades:
Part 1: Team Film	<p>15% <i>Includes a 5-7 minute short film, "on Leadership"</i></p>
Part 2: Team Film Guide	<p>10% <i>Film Guide based on the film.</i></p> <p><i>Every member of the team will receive the same grade for this assignment.</i></p>

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Spring 2019

Contemporary Theories of Leadership

Week	Topic	Submission Deadlines
Week 1 Jan 8	Semester introduction and expectations Review of Leadership theories How Full is Your Bucket?	-----
Week 2 Jan 15	Strengths Leader-Member Exchange Theory Team Project Assignment	Strengths Assessment – bring results to class. Read article https://www.mindtools.com/pages/article/leader-member-exchange.htm Chapter 8 Northouse
Week 3 Jan 22	Managing a Team Film Discussion: <i>Master and Commander (2003)</i> Team meeting	Blog Discussion Topic #1 due. (350 word minimum): <i>“Should leaders treat every member of the team the same? Why or why not?”</i> <i>Due by midnight, Friday, January 25.</i> <i>Submit via Canvas.</i> <i>Optional: view Master and Commander (2003) (available through the library)</i>
Week 4 Jan 29	Transformational Leadership The Additive Effect of Transformational Leadership	Blog Discussion Topic #2 due. (350 word minimum) <i>What motivates you to do your best work?”</i> <i>Due by midnight, Friday, February 1.</i> <i>Submit via Canvas.</i> Read article: https://www.psychologytoday.com/blog/cutting-edge-leadership/200903/are-you-transformational-leader
Week 5 Feb 5	Film Discussion: <i>Invictus (2009)</i> <i>What’s the problem?</i> <i>Invictus Quiz</i>	Read Chapter 9, Northouse: Authentic Leadership <u>Watch film Invictus prior to coming to class</u>
Week 6 Feb 12	The Team Project: Vision Preparing the Film Project	
Week 7 Feb 19	-----MIDTERM EXAM-----	<u>No assignment due.</u>
Week 8 Feb 26	In-Class Team Project Work	Blog Discussion Topic #3 due. (350-word minimum) <i>“Working on the team film project; My experience thus far.”</i> <i>Due by midnight, Friday, March 1.</i>

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		<i>Submit via Canvas.</i>
		Read http://hbswk.hbs.edu/item/the-truth-about-authentic-leaders
Week 9 Mar 5	In-Class Team Project Work	<u>No assignment due.</u> <u>Set appointment time for week of March 19</u>
Week 10 Mar 12	SPRING BREAK	No Class
Week 11 Mar 19	In-Class Team Project Work	<u>Team meeting with professor.</u> <u>By appointment.</u>
Week 12 Mar 26	Women and Leadership Film Discussion: <i>The Associate (Part 1)</i>	Read Chapter 12, Northouse: Followership Blog Discussion Topic #4 due. (350 word minimum) <i>“Women in leadership: In 2019 only 5% of CEOs of Fortune 500 companies are women. In 1995 there were none. What do you think of that development?”</i> <u>Due by midnight, Friday, March 29.</u> <i>Submit via Canvas</i>
Week 13 April 2	Women and Leadership Film Discussion: <i>The Associate (Part 2)</i>	Team Film project due - Friday, April 5. Turn in Film at beginning of class on a flash drive.
Week 14 April 9	Final Exam Part 1 – Team grade Film Screenings in class with guest evaluators. Film Guide (turned in)	Final Exam Part 1 Screening Turn in Team Project Film Guide (1 per team) <i>Submit via Canvas.</i> 10% off for every day it is late. Team Grade
Week 15 April 16	Final Exam Reflection Paper	<u>Turn in individual Reflection Paper.</u> <i>Submit via Canvas.</i> <i>What principles/concepts are you taking away that you have learned from the leadership theories studied this year that you can apply to your life right now in a personal way? How will your leadership be different as a result of what you have studied this past year?</i>

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 Engagement Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least **20 engagement 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 engagements points**. See <http://honors.fiu.edu/current-students/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 <http://honors.fiu.edu/current-students/portfolio/>.

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

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(<http://honors.fiu.edu/honors-policies/>), and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html>.

Please refer to the following documents for additional information:

- FIU Code of Academic Integrity – <http://integrity.fiu.edu/>.
- FIU Student Handbook – <https://studentaffairs.fiu.edu/about/student-handbook/index.php>.
- FIU Honors College Plagiarism Policy – <http://honors.fiu.edu/honors-policies/>.