SYLLABUS

PHILOSOPHY OF ACADEMIC LEADERSHIP

John C. Burkhardt, Ph.D. (instructor)
Professor, Higher Education
Director, The National Forum on Higher Education for the Public Good
2339 School of Education Building
(734) 615-8882
jcbforum@umich.edu

Dan Parrish, C.S.C. (graduate student instructor)
2339 School of Education Building
574-210-7376 (mobile)
djpcsc@umich.edu

Office Hours by Appointment

To schedule an appointment with Dr. Burkhardt please contact him and cc Amy Puffenberger (apuffenb@umich.edu). Time has been set aside for short student appointments on Mondays after class but other times can be arranged as well.

To schedule an appointment with Dan Parrish, contact him directly by email.

COURSE OBJECTIVES AND ORGANIZATION

This course seeks to provide students with an exposure to the underlying philosophies that contribute to our understanding of leadership; to the research and theories which substantiate it as a field of study; to trace the roots of these theories in the historic and cross-cultural perspectives that influence them; to offer the basis for their critical evaluation and to apply them in the context of an educator’s professional and social responsibilities.

The course will be organized around six broad objectives:

1. To provide a basis for understanding, evaluating and organizing research about leaders and leadership, especially in education settings.

2. To promote an understanding of, and a facility with, the ways in which leadership acts as a lens for understanding the operating beliefs and assumptions that shape culture and practice and as a tool for changing organizations, communities and societies.
3. To examine the various ways in which professional educators lead as individuals, within institutions, within the larger systems of education and community life, and as agents of change in the larger society.

4. To examine the relationship between leaders and followers and the contexts in which they interact.

5. To examine the ways that colleges and universities act on their claimed responsibility to educate leaders for society.

6. To look at the ways in which leaders are prepared, selected and regarded in institutions of higher education.

ASSUMPTIONS AND PREMISES REPRESENTED IN THE COURSE

- Leadership is a useful and important process that is instrumental in understanding and changing human systems. There are instances where leaders or leadership has been used for destructive ends, probably even in the context of educational practice, but this seminar will assume that the greater challenge facing students is not the threat of moral degeneracy but an interest in strengthening their understanding and practice of leadership.
- The study of leadership is not guided by a fully developed science, branch of science or cluster of scientific principles; nor is it entirely an art, by the definitions most often associated with artistic expression.
- Individuals can be taught to lead and most of us do act as leaders in various ways. There are some predispositions to leadership that have been identified, but as these are frequently and historically socially constructed, it is doubtful that they are universal in any limiting sense.
- The study of leadership draws on a wide range of formal and informal observations about human behavior and can be understood from the perspectives of mythology, anthropology, psychology, political science, and the life sciences.
- Leadership is more than a form of expression by individuals in certain roles. It can also be understood as a property held and practiced within human systems. This is what connects the study of leadership to organizational, community and cultural studies, history, and philosophy in its language and methods.
- Individuals practicing leadership within the higher education profession have a responsibility to influence the institutions in which they reside, the larger system of higher education, and society at large.

THE CHANCES OF BECOMING A BETTER LEADER BY TAKING THIS COURSE

There is no guarantee that anyone who takes this course will become a better leader as a result. If we were to take a course together in art history, or carry a tuba with us for fifteen weeks, we would not necessarily expect to become Raphael or be invited to join the marching band. Nonetheless there are some insights and benefits that might come
through the seminar that will translate into a better understanding of the principles and dispositions of leadership.

We will use opportunities to make connections between readings, discussions, and other learning experiences and the professional and personal contexts in which we all work, emphasizing the unique environment of the college and university as a shared focus.

If you believe, as many authors and much research has indicated, that leadership can be taught or at least nurtured, this seminar certainly should offer some benefit to the aspiring leader. We can certainly claim that leadership is a fascinating topic of study and an important tool in professional practice. One should not embark on a professional career without some understanding of what constitutes great leadership and some sense of what it takes to be a great leader. You should get that through this seminar if you put in the work and bring a reasonable amount of curiosity along with you.

**COURSE FORMAT: WHAT TO PREPARE FOR ON A WEEK BY WEEK BASIS**

The course will operate in a traditional seminar format, and will incorporate one or more “leadership laboratory” experiences of various sorts.

Class discussions will be focused on integrating an intentionally eclectic and interdisciplinary treatment of the concepts of leadership. The range of materials is introduced to give students a sense of how the study of leadership is approached from the standpoint of different disciplines and perspectives and to also promote some critical examination (and possible “unlearning”) of leadership ideas that have been established in the public consciousness by popular culture, political chicanery and the like.

Terms and concepts from a basic text (Northouse, 2009) will offer us a common departure point and a shared language for the remainder of the course. After an initial relatively heavy reading load, the seminar makes use of fewer readings in more focused ways.

In-class case studies, role plays and structured discussions will be used to connect leadership research and concepts to professional practice in and around higher education.

**EVALUATION**

The work of the world is common as mud.  
Botched, it smears the hands, crumbles to dust.  
But the thing worth doing well done has a shape that satisfies, clean and evident.  
Greek amphoras for wine and oil, Hopi vases that held corn, are put in museums  
but you know they were meant to be used.  
The pitcher cries for water to carry and a person for work that is real.

To be of use, Marge Percy
Thoughtful, enthusiastic participation in class discussions and projects is expected as a standard for all students.

**Participation in class discussions and laboratory exercises: Up to 25 Points**

To receive 25 points a student would come *thoroughly* prepared for all classes and laboratory activities, make substantial contributions to the discussions, provide leadership and demonstrate skilled and committed followership in group presentations and class activities. To receive 25 points, a student would frequently inter-relate the discussion text with background readings and other supplemental material, would show evidence of careful preparation of all readings, and would be able to offer insights which demonstrate a creative confidence in working with the course content.

The participation grade will also be based on attendance and participation at a conference for educators focused on the application of servant leadership to work in colleges and universities (April, 2012), and on a laboratory experience to be scheduled for mid-April.

**Short assignments: Up to 35 points**

To receive 35 points a student would turn in all assignments on time. To receive full credit, a student would communicate an understanding of and engagement with both the textual and experiential aspects of the course and would give special consideration to how and why the topics at hand matter for professionals in higher education. The short assignments are designed to provide for ongoing learning for students, as well as ongoing feedback for the instructors. Short assignments will be assigned throughout the semester, at the end of class, to be due (uploaded to the student’s CTools dropbox) by the beginning of the following class session; students can expect a total of roughly 5 short assignments throughout the semester. Short assignments will be graded using standard letter grades.

What do leaders do when followers fall short of the expectation? Ideally they respond with fair and consistent feedback that encourages better performance in the future. To model that behavior in our course setting, it is only fair that we are explicitly clear with one another about expectations and consequences related to course assignments. Therefore, all short assignments are due at the beginning of class on their respective due dates; unexcused late assignments which are turned in by the following class session will result in a reduction of one full letter grade on the assignment; unexcused late assignments which are not turned in by the following class session will not be graded; reasons for excusing a late assignment include personal or family illness or emergency.
Leadership of one topic area for class presentation: Up to 25 points

To receive 25 points a student would summarize the basic material assigned for a given week and relate supplementary texts into a clear and concise presentation. Working in pairs (note the exception for CSHPE doctoral students described below), students will be asked to provide a short (10-15 minute) introduction to one of the weekly seminars.

Fortunately for us, the publisher of our primary text (Sage Publications) has provided a PowerPoint presentation that covers each chapter of the book. It will be the team’s assignment to use this as a starting point for a brief presentation. Students should be creative (with professional standards) in adding to or improving the provided PowerPoint as they see fit. It will then be expected that students examine background readings that are the underlying basis of the week’s lesson and demonstrate to members of the seminar how this reference material helps shape the day’s topic. Each group should prepare an annotated bibliography of background research (both that provided by the author and others as they find them appropriate) which they will post on the shared CTools site. Their posting should include a 4-5 page annotated bibliography and copies of all materials used in the week’s discussion. Both students assigned to a class session should bear equal responsibility for preparation and presentation of the material. Students will receive written feedback on their presentation with a standard letter grade.

Obviously this is a major aspect of the course and students should choose their topic area carefully and allow plenty of time to develop both the written materials and a strong summary presentation for their classmates.

Note: Doctoral students will be asked to provide leadership for an extended portion of a class session, approaching more closely the teaching style of the course instructors. Doctoral students will work with the instructors to prepare a class session that both communicates the material and stimulates participation but also provides the doctoral student with a significant opportunity to learn and apply teaching skills.
Final (take-home) exam: Up to 25 points

To receive 25 points a student would demonstrate full mastery of the concepts, theories and contextual information considered during the course in a take-home, open book, open notes examination. The examination gives special consideration to the integration of various leadership theories and philosophies for professionals in higher education settings. Students should not only understand the concepts covered in the course, but should be able to show through critical thinking how the concepts integrate into practice. Several weeks prior to the end of the semester, students will be given a study guide of items that will constitute the corpus of knowledge from which the final exam will be drawn. The final exam will be handed out at the end of the last class meeting and will be due (submitted electronically) by the end of the university-assigned final exam period. Unexcused late exams will not be accepted and will result in a grade of incomplete.

Total available points: 110

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>105 - 110</td>
</tr>
<tr>
<td>A</td>
<td>90 - 104</td>
</tr>
<tr>
<td>A-</td>
<td>84 - 89</td>
</tr>
<tr>
<td>B+</td>
<td>78 - 83</td>
</tr>
<tr>
<td>B</td>
<td>72 - 77</td>
</tr>
<tr>
<td>C</td>
<td>66 - 71</td>
</tr>
</tbody>
</table>

Failing 65 and below

REQUIRED TEXTS


**SUPPLEMENTAL TEXTS**

(Some of these will be placed on reserve, some will be provided as handouts, and some can be found at local libraries or bookstores. As with all supplemental texts in this syllabus, the citations are provided for your own edification and continued learning; we will be explicit in describing which of the supplemental texts are ‘required’ reading on a week-by-week basis, as the semester progresses.)


- Especially chapters 1, 2, 7, and 9


- Especially chapters 1-6, 9-11, and 14-17


- Especially chapter 2


  
  • *Or any of the excellent essays on servant-leadership by Greenleaf*


  
  • *Especially chapters 3, 5, 6, 7, 8, 10, and 12*


  
  • *Especially chapters 1, 5, and 14*


  
  • *Especially Introduction and chapter 1*


WEEK 1 — JANUARY 9, 2012

Come, my friends,
'Tis not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.

Ulysses, Alfred Lord Tennyson

WEEKLY FOCUS: A BRIEF SURVEY OF MODELS FOR UNDERSTANDING LEADERS AND LEADERSHIP

- Formation of the Seminar
- Student and Faculty Expectations
- Introduction to Readings and Conceptual Frameworks for the Course
- Leadership as a Socially Constructed Idea: Myth, narrative, the influence of prevailing institutions and the dominance of cultural beliefs

REQUIRED READING

- “Newtonian Organizations in a Quantum Age,” (pp. 25-46).

SUPPLEMENTAL TEXTS

- “The hero in myth and dream,” (pp. 105-112).


- “The leaders’ stories,” (pp. 41-68).


- “Ties that bind,” (pp. 207-231).


---

**WEEK 2 — JANUARY 16, 2012**

Martin Luther King, Jr. Day – No classes

*Note: Week 3 has a considerable amount of reading – students may wish to read ahead during week 2.*

---

**WEEK 3 — JANUARY 23, 2012**

*If you want to be important — wonderful.*

*If you want to be recognized — wonderful.*

*If you want to be great — wonderful.*

*But recognize that he who is greatest among you shall be your servant.*

*That’s your new definition of greatness.*

*And this morning, the thing I like about it…* by giving it that definition of greatness it means that everybody can be great.

*Because everybody can serve.*

*Martin Luther King Jr.*

**WEEKLY FOCUS: LEADER-CENTRIC THEORIES OF LEADERSHIP**

- Trait theories
- Skills theories
- Style theories

REvised 1/7/12
REQUIRED READING

Northouse, Leadership Theory and Practice, Chapters 1 - 4

SUPPLEMENTAL TEXTS


---

WEEK 4 — JANUARY 30, 2012

Here are your waters and your watering place.
Drink and be whole again beyond confusion.

Directive, Robert Frost

WEEKLY FOCUS: PROCESS FOCUSED THEORIES ABOUT LEADERSHIP

• Situational Approaches
• Contingency Theories
• Path-goal theory
• Leader-member exchange theories

REQUIRED READING

Northouse, chapters 5 - 8

SUPPLEMENTAL TEXTS

• “The five practices of exemplary leadership,” (pp. 63-75).


---

**Week 5 — February 6, 2012**

And in the end we follow them —
not because we are paid,
not because we might see some advantage,
not because of what they have accomplished,
not even because of the dreams they dream
but simply because of who they are:
The man, the woman, the leader, the boss
standing up there when the wave hits the rock,
passing out faith and confidence like life jackets,
knowing the current, holding the doubts,
imagining the delights, and terrors of every landfall:
captain, pirate, and parent by turns,
the bearer of our countless hopes and expectations.
We give them our trust. We give them our effort.
What we ask of them is that they stay true.

The Contract: A word from the led, William Ayot

---

**Weekly Focus: Psychodynamic Approaches to Leadership**

**Required Reading**

Northouse, chapter 11

**Supplemental Texts**


- “Charismatic leadership,” (pp. 3-8).

---

**Week 6 — February 13, 2012**

Far into the night while the other creatures slept, Charlotte worked on her web. She left the radial lines alone, as they were needed for support. As she worked, her eight legs were of great help to her. So were her teeth. She loved to weave, and she was an expert at it.

*Charlotte’s Web, E.B. White*

**Weekly Focus: Gender Perspectives in the Study of Leadership**

**Required Reading**

Northouse, chapter 12

**Supplemental Texts**

- “Reconciling the efficient and humane,” (pp. 231-250).


**Guest Panel**

TBA

---

REVISED 1/7/12
**WEEK 7 — FEBRUARY 20, 2012**

*I dwell in Possibility –
A fairer House than Prose –
More numerous of Windows –
Superior – for Doors –

Emily Dickenson

**WEEKLY FOCUS: TRANSFORMATIONAL LEADERSHIP**

**REQUIRED READING**

Northouse, chapter 9

**SUPPLEMENTAL TEXTS**

- “Intellectual leadership: Ideas as moral power,” (pp. 141-168)

- Chapter 12, “The power of values,” (pp. 201-213); and Chapter 13, “The people, yes?” (pp. 214-230)

- “Moral integration: Four stories,” (pp. 54-115)

**WEEK 8 — FEBRUARY 27, 2012**

Semester Break
**WEEK 9 — MARCH 5, 2012**

*We few, we happy few, we band of brothers,*  
*For he today that sheds his blood with me shall be my brother.*  

*Henry V, William Shakespeare*

**WEEKLY FOCUS: LEADERSHIP IN TEAMS**

**REQUIRED READING**

Northouse, chapter 10

**SUPPLEMENTAL TEXTS**

- “Challenge,” (pp. 79-97)

**GUEST SPEAKER**

Speaker on Positive Organizational Scholarship - TBA

---

**WEEK 10 — MARCH 12, 2012**

**WEEKLY FOCUS: LEADERSHIP IN ACADEMIC ORGANIZATIONS**

**REQUIRED READING**

Bolman & Gallos, chapters 1-4

- “Leadership in an organized anarchy,” (pp. 195-229)

- Chapter 1, “Defining Organizational Culture,” (pp. 1-22); Chapter 5, “How to Uncover Cultural Assumptions in an Organization,” (pp. 112-135); Chapter 14, “Leadership as Managed Culture Change,” (pp. 311-327)
SUPPLEMENTAL TEXTS

TBA

GUEST SPEAKER

TBA

WEEK 11 — MARCH 19, 2012

WEEKLY FOCUS: ARTICULATING HIGHER EDUCATION’S ROLE IN SOCIETY — LEADERSHIP AND ENGAGEMENT

REQUIRED READING

Bolman & Gallo, chapters 7, 9


WEEK 12 — MARCH 26, 2012

WEEKLY FOCUS: CULTURE AND LEADERSHIP

REQUIRED READING

Northouse Chapter 13

Bolman & Gallo, chapters 5, 8, 11

SUPPLEMENTAL TEXTS

TBA

GUEST SPEAKER

TBA
**Week 13 — April 2, 2012**

You don’t have to have a college degree to serve.  
You don’t have to make your subject and your verb agree to serve.  
You don’t have to know about Plato and Aristotle to serve.  
You don’t need to know Einstein’s theory of relativity to serve.  
You don’t need to know the second theory of thermodynamics to serve.  
You only need a heart full of grace.  A soul generated by love.  
And you can be that servant.

*Martin Luther King Jr.*

**Weekly Focus: Servant-Leadership**

**Required Reading**

Bolman & Gallos, chapters 6, 10, 12


• “Frederick D. Patterson, leading by precept and example,” (pp. 55-76);  
“Fannie Lou Hamer, the voice of a servant-leader” (pp. 141-159)

**Supplemental Texts**

TBA

**Guest Speaker**

TBA

**Session 14 — April 5, 2012**

**Greenleaf Center for Servant Leadership LIFE Conference**  
(Michigan League)  

Those who cannot attend the conference will be asked to complete a writing assignment
WEEK 15 — APRIL 9, 2012

WEEKLY FOCUS: DEVELOPING COLLEGE STUDENTS AS LEADERS

REQUIRED READING


SUPPLEMENTAL TEXTS

Weave real connections, create real nodes, build real houses. Live a life you can endure. Make love that is loving. Keep tangling and interweaving and taking more in, a thicket and bramble wilderness to the outside but to us interconnected with rabbit runs and burrows and lairs.

Live as if you liked yourself, and it may happen: reach out. Keep reaching out, keep bringing in.

This is how we are going to live for a long time: not always, for every gardener knows that after the digging, after the planting, and after the long season of tending and growth, the harvest comes.

The seven of pentacles, Marge Piercy

**REQUIRED READING**

Bolman & Gallos, chapters 13, Epilogue

**FINAL SESSION — WRAP UP AND SUMMARY — HAND OUT FINAL TAKE-HOME EXAM (DUE BY REGULARLY SCHEDULED EXAM TIME)**

**EDUC 868 PRESENTATION SCHEDULE**

2/06/12: Psychodynamic Approaches to Leadership
2/13/12: Gender Perspectives in the Study of Leadership
2/20/12: Transformational Leadership
2/27/12: — Spring Break —
3/05/12: Leadership in Teams
3/12/12: Leadership in Academic Organizations
3/19/12: Articulating Higher Education's Role in Society: Leadership and Engagement
3/26/12: Culture and Leadership
4/02/12: Servant-leadership
4/09/12: Developing College Students as Leaders