Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Minneapolis Campus
Summer 2021
EDD824BL, Leadership in Literature
Dr. Sonia Feder-Lewis, Professor
3 Credit Hours
Online Delivery

Course Dates/Hours
Course Begins June 28, 2021, and Course Ends August 21, 2021. All Class Meetings online.

Prerequisite or Concurrent Courses

Prerequisite courses include EDD809 and EDD802

Contact Information
Dr. Sonia Feder-Lewis

sfeder@smumn.edu, **office phone 612-728-5152 (better to email than call!)**

Office Hours: online only by Arrangement. I am widely available M-Th, 11a.m.-4p.m., and in the evening as needed, M-Th. Emails returned within 24-48 hours

Course Description
This course examines ways in which significant works of literature explore, reflect, and shape major themes and theories of leadership style and behaviors. Literature both develops society's views, through its widespread influence, and reflects the prevailing attitudes. By studying how leadership is exemplified within works that have been widely read, students will examine how concepts of leadership have existed and changed over time, and critically assess some of the cultural underpinnings of leadership models.

Student Learning Objectives
Upon completion of this course, students are expected to be able to do the following:

1. Critically read and engage literary texts as cultural artifacts.
2. Engage in debate over the types of leaders and leadership models demonstrated within the texts, integrating into their discussion established leadership theories.
3. Analyze the ethical struggles and dilemmas faced by characters within the texts, integrating the ethical frameworks they have previously studied into the current discussion.

4. Assess the role of rhetoric as a tool in leadership.
5. Analyze the cultural components of leadership models as reflected in the texts.
6. Compare, synthesize, and create new models based on models from the texts.
7. Create documents which adhere to APA format and ethical methods of using sources.

Canvas Access

Canvas may be accessed here at Dashboard (instructure.com)

Required Textbooks

Listed below are the editions of the textbooks as ordered at the bookstore. For most of these texts, any edition from a reputable publisher will work. Please make sure you have the Fagles translation of *The Theban Plays (Oedipus, Oedipus at Colonus, and Antigone).* The Folger edition of Shakespeare is particularly nice because it has facing-page notes and explanations.

Allende, I. (2005). *The house of the spirits.* Dial. ISBN: 9780553383805

Erdrich, L. (2009). *Love medicine.* Harper Perennial. ISBN: 9780061787423

Hawthorne, N. (2003). *The scarlet letter.* Penguin Classics. ISBN: 9780142437261

Hurston, Z. N. (2006). *Their eyes were watching God.* Harper Perennial Modern Classics. ISBN:

9780061120060

O'Brien, T. (2009). *The things they carried.* Houghton, Mifflin, Harcourt. ISBN-13:

9780618706419

Shakespeare, W. (2010). *The Merchant of Venice (an updated edition).* Folger Shakespeare

Library Edition, Simon and Schuster. ISBN: 9781439191163

Sophocles. (1984). *The three Theban plays: Antigone, Oedipus the King, Oedipus at*

Colonus. (Robert Fagles, Trans.). Penguin Classic Editions. ISBN: 9780140444254

Other Resources

Technical Support

For technical support, contact our HelpDesk at the following:
tchelpdesk@smumn.edu
HelpDesk Website
612-728-5100: x7800, local Twin Cities
866-437-2788; Choose HelpDesk menu option

Topical/Activity Course Outline

General Schedule Information
Please have the entire text assigned for a week read before the beginning of the week, so you can take full part in the discussion, and come prepared to discuss the work. Reading blogs will be due before by midnight Monday of the week that discussion begins. You may go back and add to, respond to, and further discuss ideas raised in the discussion on your blogs after the fact, but the version entered before discussion begins will be the one evaluated for its content and ideas. *Canvas Discussions on that work will open on Monday morning, and close on Friday evening as far as grading is concerned, although the discussions will remain open for further comments, as thoughts and associations occur to you as the course goes on.* ***You must be present to win! Blogs are due Monday, unless noted elsewhere. Students should be present in the Discussion at least twice per week: your initial post in response to the questions by Tuesday of the week, and your responses to your peers in the second half of the week for full credit. Blogs will be downgraded by 5 points each if they are posted late. Discussion forums will be graded at the end of each week, and students will not receive credit for forums in which they have not posted.***
Assignments and Activities
We will have a scheduled Zoom Meeting in Week 1 to discuss the course and text. Thereafter, we will decide collaboratively how often and when we would like to meet synchronously to discuss the texts.

Week/Dates	Type of Meeting	Topics/Activities	Assignments

Week 1/ June 28-July 4	Online Meeting	*Oedipus Trilogy*	**Reading Blog 1 due June 29.** Discussion of plays, led by SFL. **Zoom Meeting June 28** to discuss the course, and to talk about selection of work for final papers
Week 2/ July 5-11	Online Meeting	*The Merchant of Venice*	**Reading Blog 2 due July 5**. Discussion of play, led by SFL.
Week 3/ July 12-18	Online Meeting	*The Scarlet Letter*	**Reading Blog 3 due July 12**. Discussion of novel, led by students or SF-L.
Week 4/ July 19-25	Online Meeting	*Their Eyes Were Watching God*	**Reading Blog 4 due July 19**. Discussion of novel, led by students or SF-L.
Week 5/ July 26- August 1	Online Meeting	*The House of the Spirits*	**Reading Blog 5 due July 26**. Discussion of novel, led by students or SF-L
Week 6/ August 2-8	Online Meeting	*Love Medicine*	**Reading Blog 6 due August 2.** Discussion of novel, led by students or SF-L
Week 7 / August 9-15	Online Meeting	*The Things They Carried*	**Reading Blog 7 due August 7**. Discussion of novel, led by SF-L
Week/ 8 August 16-21	Online Meeting	Presentations on Students' Choice Readings	**Individual reading presentations due Tuesday, August 17**. Discussion of presentations online in forums on Canvas. Please share your narrated PowerPoint via uploading it in to Canvas, or via a link to Dropbox or Google Drive. Discussion forums for each person will be posted in Canvas. **Scripts are also due August 17. These may be in the form of notes on the PowerPoint slides. Please** post the script in Canvas with your Presentation.

Course Time Standards

Doctoral courses:

Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

Synopsis of Assignments

1. Reading journal/blog, in which students will record their thoughts as they read the assigned texts, tracking both general reactions and specific ideas about the role of the leaders within the texts, the explanatory theories, and the repercussions of the choices and actions made by the leaders. These journals/blogs should have fully developed thoughts and paragraphs, about 800-1000 words in length, and make specific references to theories and points in the texts. Journaling will be done as a blog in Canvas, and shared with classmates. Students must also comment on each other's blogs weekly. Blog posts must be posted on the Monday prior to the beginning of the discussion of the text about which the blog is written. (Learning Objectives 1-6). 140 points, 20 points per weekly post.

2. Discussions: Leading and Responding.

    a. Leading of class discussions: students lead discussion on one work, bringing forth ways of approaching the texts or applying them, which can include recording a reading of a scene, debating different approaches to re-envisioning the text, or other creative ways of approaching the text. Students will share some information to guide the discussion and offer discussion forums which they will lead/moderate. (Learning Objectives 2-6). 20 points
    b. Responding to discussions: students will actively post in response to the questions and ideas raised in the presentations or podcasts, and in the forums opened on each text, at least 2 times per week, once by Tuesday, and once during the second half of the week. Responses need not be lengthy but should be thoughtful, fully developed ideas, and offer a new perspective. Politeness comments (good idea; interesting way of seeing things) will not be sufficient. (Learning Objectives 2-6). 10 points per week, 80 points total.

3. An examination of a literary text of their own choosing from a list provided by the instructor of a text, with a scholarly foundation for their analysis. Students will select one of the texts and based on leadership theory and any applicable external scholarly writings (some primary readings in your courses may apply), assess whether the outcomes were positive or negative due to leadership actions taken by the characters portrayed, as well as how leadership theory might explain the actions, events, and outcomes of the work. This analysis will take the form of a fully documented (in APA format), well developed PowerPoint, either recorded into Panopto or some other way of sharing, and script for that presentation, which can also be as notes on the presentation slides. The script will allow students to attend to all the detail necessary for a good presentation. (Learning Objectives 1-6). 60 Points

Student Expectations

- Students are expected to post their blogs on Mondays and respond to the Discussion Forums by Tuesday. They are expected to read and comment upon at least 3 other blog posts during the week and participate in the Discussion forums, responding to posts to which they have a meaningful statement to add, multiple times each week. The Canvas site will be the site of active course learning.
- Final projects should include a script in Word sent to me as an attachment at sfeder@smumn.edu , or as notes sent to me as part of the presentation slides, and a presentation involving audio and visual components, using a software that enables such delivery, such as Panopto, a narrated PowerPoint, a Prezi, or some other delivery tool.
- Students are expected to be respectful of each other in all communications.

Assessment of Student Performance/Grading Policies

Graduate Grading Scale		
A	90-100%	270 -300 pts
B	80-89%	240 -269 pts
C	70-79%	210 – 239 pts
NC	below 70%	Below 210 pts

Access Services for Students with Disabilities
Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Laura Lanning at accessservicessgpp@smumn.edu, as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Student Ratings of Teaching and Learning
Students are expected to provide feedback about teaching and learning in the course. At the end of the course and after the faculty member has submitted grades, check the Student Portal to complete the student rating of teaching and learning and view your grade. Please be assured the system records responses anonymously.

University Conduct and Academic Policies
See the course Canvas site for a direct link to all University policies.

Writing Center and Library Services

See the course Canvas site for direct links to these departments.

There are no tests in this course.