AREAS OF INQUIRY

IDENTITY, INSTITUTIONS, AND SOCIETIES

This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

DEADLINE FOR PROPOSALS: **17 February 2006**

Please answer the following questions:

Check Only One:

◊ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.

XX This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information for the department chair administrating this course.

    Dr. Bob Colvin, Chair – Department of Leadership Studies

    594-7972

    rcolvin@cnu.edu

2. In any given semester, how many sections of this course is your department willing to offer?

    1-2

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

    The purpose of this course is to explore the influence of society and culture on leadership. Defining leadership as the process of leaders and followers acting together within a given context to achieve a common goal, the course will examine how social values and cultural mores of nations (contemporary context) shape individual thought and impact leader-follower behaviors, attributes, relations and interactions within and across national boundaries. Through investigation of concepts, patterns, and issues that shape society and cultural mores, students will learn the importance of society and culture to effective leadership in a global setting and understand how to assess social structure and culture when making leadership decisions.

4. Check the learner objectives below that the course will address. The first objective is required and every proposal must include at least two more objectives from the list below.

    XX Identify concepts, patterns, and issues that affect the organization of societies, shape individual thought, or shape social mores (**required**)

    XX Compare and contrast the effects of these concepts, patterns and issues on individuals, cultural institutions, or societies

    ◊ Identify an institutional or societal structure (or structures) and its (or their) influence on individuals

◊ Explain the fluid role of the individual within society (reflecting the multiple and sometimes contradictory roles of individuals within society)

XX Recognize the influence of societal or cultural context on self and others as individuals

◊ Objectively and critically evaluate concepts of self and individuality

5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.

a.) **Identify concepts, patterns, and issues that affect the organization of societies, shape individual thought, or shape social mores**

This course will explore how the concepts of: 1) power distance, 2) degree of individualism, 3) gender and gender roles, 3) uncertainty avoidance, and 5) orientation to the past or future affect the organization of societies and shape cultural mores. It will also examine the resulting societal patterns and issues and how they impact the leadership process.

b.) **Compare and contrast the effects of these concepts, patterns and issues on individuals, cultural institutions, or societies**

This course will compare and contrast how the five cultural concepts are reflected in ideas, education, politics, religion, and patterns of economic growth, specifically noting how cultures differ in terms of expected leader-follower attributes, behaviors, and interactions.

c.) **Recognize the influence of societal or cultural context on self and others as individuals**

This course will examine the influence of society and culture on gender and gender roles as well as the perceived importance of the individual in relation to the collective, specifically noting how views on masculinity, femininity, and individualism influence the leadership process in a society.

6. Course Assessment: **Identify how this course will accomplish the above objectives (choose at least one).**

XX Participating in class discussion and debate

XX Engaging in teamwork and other collaborative exercises

XX Writing analytical or evaluative papers, perhaps incorporating original research

XX Making oral presentations

◊ Creating an artistic product or a performance

◊ Participating in fieldwork

◊ Other means – please identify

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

Syllabus attached

8. Please identify and explain if this course contributes to the Foundations of Liberal Learning expectations for:

◊ Oral Communication Literacy:

Oral presentation of Leadership Case Study

◊ Information Literacy:

Research a chosen nation regarding the five cultural concepts, providing a review of literature

◊ Writing Literacy:

Prepare a leadership case study on a chosen nation, assessing the impact of society and culture on the process of leadership

9. Explain how this course connects to Vision 2010 – the CNU Strategic Plan

The course will create independent learners prepared intellectually and practically to understand the world and will prepare students for civic engagement and leadership in a global society

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

XX   Area of Inquiry Course Proposal Form

XX   Syllabus for the Course

XX   Undergraduate Curriculum Committee Course Proposal Form

MIDDLE EARTH: SOCIAL IDENTITY AND LEADERSHIP IN A GLOBAL SOCIETY

LDSP 330 - SYLLABUS

Instructor: Dr. Anne Perkins, BTC 345

Contact Information

aperkins@cnu.edu

594-7557

Office Hours: TBA

Purpose

Old maps of a "flat" world show the area of origin as the center or middle of the Earth, illustrating the mindset of societal and cultural preeminence. The purpose of this course is to explore the influence of society and culture on leadership. Defining leadership as the process of leaders and followers acting together within a given context to achieve a common goal, the course examines how social values and cultural mores of nations (contemporary context) shape individual thought and impact leader-follower behaviors, attributes, relations and interactions within and across national boundaries. Through investigation of concepts, patterns, and issues that shape society and cultural mores, students learn the importance of society and culture to effective leadership in a global setting and understand how to assess social structure and culture when making leadership decisions.

Learning Objectives

a.) Understand the concepts of power distance, degree of individualism, gender/gender roles, uncertainty avoidance, and orientation to the past or future and how they affect the organization of societies and shape cultural mores.

b.) Recognize how ideas, education, politics, religion, economic growth, and the leadership process (leaders, followers, and context) differ across societies.

c.) Articulate how the societal patterns and issues resulting from the five cultural concepts impact the leadership process.

d.) Understand the concepts of the individual and the collective in society as well as masculinity and femininity as cultural dimensions that influence the leadership process.

e.) Ability to assess and analyze societal and cultural influences when making leadership decisions.

Required Texts:

Giddens, A. 2003. *Runaway World: How Globalization Is Reshaping Our Lives*. New York: Routledge.

Hofstede, G. and Hofstede, G.J. 2005. Cultures and Organizations: Software of the Mind. New York: McGraw-Hill.

WebCT

Supplementary readings are posted on WebCT, according to class number, date and author in class schedule.

Graded Assignments

Mid-term and Final Exams: Assess understanding of course content as delivered through readings and class discussions

Leadership Case Study: Prepare a case study on a chosen nation, investigating the impact of society and culture on the process of leadership. The case study will include: introduction to the case; review of literature; description of case study methodology; assessment of national society and culture in relation to five cultural concepts; discussion of how society and culture impact the leadership process; and recommendations for engaging in the leadership process.

Case Study Presentation: 8-10 minute presentation, communicating your societal/cultural assessment, how society/culture impact leadership, and recommendations for engaging in the leadership process.

Grading (1000 total points)

Your final grade will be determined as follows:

	Points
• **Mid-tem Exam**	300
• **Final Exam**	300
• **Leadership Case Study**	300
• **Case Study Presentation**	100

Grade	Points	Grade	Points
A	930-1000	C	730-769
A-	900-929	C-	700-729
B+	870-899	D+	670-699
B	830-869	D	630-669
B-	800-829	D-	600-629.
C+	770-799	F	599 and below

"A" grades reflect the "wow" factor. This shows content mastery and exceptional effort and results. "A" grades reward work that achieves the highest level of excellence.

"B" grades reflect the "very good" factor. This shows content understanding and effort exceeding average and work that is of high quality, but short of excellence.

"C" grades reflect average work and satisfactory understanding and results.

"D" grades reflect less than sufficient effort and inadequate results.

"F" grades reflect far less than sufficient effort and results.

Schedule of Topics

Week 1   The Fact of Globalization

Week 2   Inequality in Society

Week 3   How Power Distance in Ideas, Education, and Politics Influence the Leadership Process

Week 4   The Individual v. The Collective in Society

Week 5   How Individualism and Collectivism in Ideas, Education, and Politics Influence the Leadership Process

Week 6   Masculinity and Femininity as a Dimension of Social Culture

Week 7   How Masculinity and Femininity in Religion, Education, and Politics Influence the Leadership Process

Week 8   Tolerance of Ambiguity in Society
Week 9   How Uncertainty Avoidance in Ideas, Religion, and Politics Influence the Leadership Process

Week 10   Past or Future Orientation of National Cultures

Week 11   How Past or Future Orientation in Religion, Ways of Thinking, Education, Politics, and Economic Growth Influence the Leadership Process

Week 12   Crossing the Divide: a New Paradigm for Global Relations and Leadership

Week 13   Case Study Presentations

Week 14   Case Study Presentations

Week 15   Final Exam

Course Information
Ignore at your own peril!!

Course Expectations

Integrity: There is no substitute for integrity. This requires a proactive commitment to truth. The CNU Honor Code is enforced in this class aggressively, without exception, without hesitation, and without apology. Every student in this class is expected to model ethical behavior and lead by example. Be the change you want to see in the world, and be it every day.

Academic Expectations: Written assignments and class discussions should consistently demonstrate critical thought, be related to the topic of discussion, focus on understanding relationships and concepts, demonstrate an ability to work with others, and display civility and recognition of diverse opinions. It is important to encourage an atmosphere of professionalism, mutual respect, and intellectual inquiry where all students become comfortable in asking questions and raising issues for meaningful discussion that will positively contribute to their learning experience.

Attendance (punctual, prepared, participative)

Discussion and sharing information in the classroom is THE learning modality in LDSP 330. Failure to attend class results in no points for class participation. Please note class participation grading above. ***Attendance, however, is not required***.
- Punctual: in seat, ready to begin class
- Prepared: able to respond to questions on the assigned readings for that class Participative: makes positive contributions to the class discussions and learning environment

Submission of Work:

Students are expected to submit all written assignments on or before the due date and time. ***Assignments will not be accepted after the due date and time, resulting in a 0 (zero) for the assignment.***

Assignment extensions are given only in cases of documented emergencies specifically related to the non-completion of a particular assignment or assignments. The instructor must be notified of the emergency before the assignment is due. Extensions may result in a grade penalty. ***Computer and printer malfunctions do not constitute an emergency***.

Administrative Details:

Petition for Grade Reconsideration: If a student receives a grade for any assignment in this course that he or she thinks does not properly reflect the quality of the work, the student may **WRITE** to the instructor thoroughly explaining, documenting, and supporting his or her position. Every serious and objective consideration will be accorded to any written request, but no grade changes will be granted absent a WRITTEN request that is submitted within ten calendar days of grade receipt.

Statement on Disability and Course Access: Any student who believes that he or she has a qualifying disability should contact the professor as soon as possible to discuss needs. To receive a reasonable accommodation under the provisions of the Americans with Disabilities Act (ADA), the individual's ***disability must be recorded with CNU's Disability Services***, located in the Academic Advising Center, McMurran Hall (594-8763).

Tracking Grades: If a student does not receive a graded assignment back at the time when others in the class receive theirs, the student should contact the professor without delay to determine the status of the assignment evaluation. Thus, the student is responsible for tracking that he or she has submitted and received in return graded assignments. Do NOT wait until the last week of the semester to learn that a grade is missing; your instructor will not be receptive to delayed requests for correction.

The CNU Honor Code:

"On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. That means I will not lie, cheat, or steal and as a member of this academic community, I am committed to creating an environment of respect and mutual trust."

All work submitted in this course for a grade is subject to the CNU Honor Code. All written work is to be solely that of the individual student, except for projects explicitly designated as group work. Having another person proof your written assignment for errors in punctuation, spelling, grammar, and readability does NOT violate the Honor Code in this course; this practice is expected in the professional workplace.

Does this proposal affect Liberal Learning requirements?   Yes   No   **X**

1.   Title of Course:
        Middle Earth: Social Identity and Leadership in a Global Society

        Proposed Course Number (cleared with Registrar): **330**

        Prerequisite Courses:
        (If you require a minimum acceptable grade greater than the default of D- , please indicate the grade
        you require)   **C- minimum in LDSP 220 and 310**

        Catalogue Description (including credits, lecture, and lab hours):

        **Old maps of a "flat" world show the area of origin as the center or middle of the Earth, illustrating
        the mindset of societal and cultural preeminence. This course explores the influence of society and
        culture on leadership. Defining leadership as the process of leaders and followers acting together
        within a given context to achieve a common goal, the course examines how social values and
        cultural mores of nations (contemporary context) shape individual thought and impact leader-
        follower behaviors, attributes, relations and interactions within and across national boundaries.
        Through investigation of concepts, patterns, and issues that shape society and cultural mores,
        students learn the importance of society and culture to effective leadership in a global setting and
        understand how to assess social structure and culture when making leadership decisions. 3
        credits/lecture**

        Is the course cross-listed? If so, what is the number of the other course?
                no

        **A proposed syllabus, including complete text and/or reference information, as well
        as any relevant information to this decision, must be appended.
        NOTE: All affected department chairs must sign approval on last page.

2.   For whom is the course primarily intended? Explain why it should be added to the curriculum.

        **Intended for minors in Leadership Studies and as Area of Inquiry entry in *Identity, Institutions, and
        Societies*. For minors, the course will offer an option for the "Cross-Cultural Dimension" requirement
        that directly addresses the impact of society and culture on leadership in terms of leader-follower
        behaviors, attributes, relations and interactions. No other course directly addresses this topic. As an
        AI entry, the course will create independent learners prepared intellectually and practically to
        understand the world and will prepare students for civic engagement and leadership in a global
        society.**

3.   If this course is required, append a description of how the course fits into the curriculum. Indicate how
        it affects hours required for graduation. **n/a**

4.   Has this course been offered previously as a special topics course? If so, when? What course number was
        used? **n/a**

5.   Has this course, or one closely related to it, been offered at CNU previously?
        If so, is that course currently being offered? How does the proposed course differ? When is the last term the
        old course will be offered?

             Not to our knowledge

6.   What is the anticipated enrollment per offering for the next three years? **26-52 students, depending on
        staffing**
                During which term will this course first be offered?
                        Fall 20__   Spring **2007**   Summer 20___

During which semesters will this course regularly be offered?
Fall 20__   Spring 20**XX**   Summer 20___

Print in the **2007-2008** (academic year) Undergraduate Catalog.

7.   How will the course be staffed?
      Fulltime faculty

8.   Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? If so, please explain. **no**

9.   Is the course repeatable for additional credit? If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses) **no**

10.   If this course is for an Area of Inquiry

      a. Identify the Area of Inquiry   **Identity, Institutions, and Societies**

      b. Demonstrate how your course will meet the objectives of this Area of Inquiry

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This course was approved by:
(Liberal learning core courses must be reviewed by BOTH academic Deans.)   *Concur*   *Do Not*
Concur**

			Concur	Do Not Concur**
Department(s): (1)	_____	Date: _____	☐	☐
(2)	_____	Date: _____	☐	☐
College Curriculum Committee:	_____	Date: _____	☐	☐
Dean:	_____	Date: _____	☐	☐
Dean:	_____	Date: _____	☐	☐
Undergraduate Curriculum Committee:	_____	Date: _____	☐	☐

Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.

Faculty Senate President:	_____	Date: _____	☐	☐
Provost	_____	Date: _____	☐	☐

Distribution by Provost Office following approval:
Department Chair(s), UCC Chair, Deans, Registrar

** If "Do Not Concur" is checked, please attach a statement of explanation.

Rev. 03/20/05