

San Jose State University

Department of Anthropology

Instructor

**Dr. William Reckmeyer**

Clark 465

408-924-5342 (V)

william.reckmeyer@sjsu.edu

ANTH 134

**Systemic Leadership**

Fall 2008

M 3:00 – 5:45 PM

CL 204

[www.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=840](http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=840)

Office Hours

W 10:30-12:00; 2:30-6:00

Teaching Assistant

**James Lauterbach**

anth134m@gmail.com

Course Resources

Komives, Susan R.; Lucas, Nance; and McMahon, Timothy R. *Exploring Leadership*. 2<sup>nd</sup> Edition. New York: John Wiley & Sons, 2007.

Northouse, Peter G. *Leadership: Theory and Practice*. 4<sup>th</sup> Edition. Thousand Oaks: Sage, 2007.

Wren, J. Thomas. *The Leader's Companion: Insights on Leadership Through the Ages*. New York: Free Press, 1995.

Course Description

This is an upper division seminar for people who are interested in learning about the nature and application of systemic leadership to help address complex interconnected issues. Leadership has been receiving increasing attention from scholars and practitioners in recent years, primarily because it is widely recognized as an important life skill for enlightened citizenship as well as professional success. Leadership is not about being in charge or even managing work, however, so much as it is about mobilizing others in pursuit of shared goals – especially to address complex challenges that require significant change and innovation in a globalizing world. We will engage in a broad multidisciplinary exploration of traditional and current views of leadership theory and practice, with a major focus on using a systems approach to collaboratively working with diverse sets of stakeholders in problematic group, organizational, community, and global settings. We will also pay special attention to examining the cybernetic nature of leadership as a purposeful endeavor and the self-organizing processes that often cause counter-productive results despite the best of intentions.

Course Learning Objectives

The principal goals of this course are to help people think critically about leadership thought and leadership practice, appreciate multiple perspectives on complex sociocultural matters, and develop a comprehensive framework for using leadership knowledge and skills to promote more effective approaches to change. Specific objectives include:

- understanding the core knowledge and skills required for systemic leadership
- examining the application of leadership in a variety of collective settings
- exploring the *Insanity Trap* and the development of effective leadership habits

Our primary aim throughout the course will be on integrating the intellectual and practical aspects of responsible leadership to help students become better systemic leaders.

## Course Format and Requirements

This is an undergraduate seminar that will be participatively designed and implemented by the class as a whole. We will spend the first two weeks clarifying the nature of systemic teaching-learning and organizing our course work. Most of the semester will be devoted to addressing selected topics through presentations by the instructor and outside experts; reading and discussing assigned materials; and a variety of other classroom activities. The last two weeks will be devoted to pulling everything together into a coherent result. Everyone is expected to help create a shared learning experience. Specific responsibilities include a mix of the following assignments: [1] leadership autobiography; [2] leadership resource paper or presentation; [3] leadership essay; [4] personal leadership development plan; [5] final exam; and [6] responsible participation throughout the course.

Your learning will be evaluated on the basis of your performance on the leadership autobiography (??%-??%), leadership resource paper or presentation (??%-??%), leadership essay (??%-??%), leadership development plan (??%-??%), final exam (??%-??%), and responsible class participation (??%-??%) as specified in your personal learning contract.

## Course Schedule and Topics

<u>Dates</u>	<u>Content Topics</u>	<u>Learning Topics</u>
25 August 08	Course Introduction	Systemic Learning
1 September 08	☺ Holiday ☺	☺ Holiday ☺
8 September 08	Systemic Course Design	Learning Contracts
15 September 08	Leadership Overview	
22 September 08	Leadership & Complexity	
29 September 08	Personal Leadership	
6 October 08	Systemic Leadership	
13 October 08	Leadership & Diversity	
20 October 08	Leadership & Power	
27 October 08	Leadership & Ethics	
3 November 08	Leadership & Collaboration	
10 November 08	Leadership & Change	
17 November 08	Multi-Dimensional Leadership	
24 November 08	Global Leadership	
1 December 08	Leadership for 21 <sup>st</sup> Century	
8 December 08	Closure & Synthesis	
15 December 08	Final Exam Period	Final Exam Period

### **Course Grading Policies**

To enhance student learning, I have developed an integrated set of course materials that are available in electronic form on the course website. Among the most important of these are detailed rubrics and templates for all course assignments, which include expectations for completing those assignments and the criteria used to evaluate your learning. ***You should familiarize yourself with all of these materials and proactively use them to prepare for class sessions on a timely basis.*** Good communication skills are vital for people who work and live in a globalizing world that depends on the exchange of sophisticated information, knowledge, and wisdom. SJSU graduates are expected to write well, which usually requires several iterations of focused editing to refine ideas as well as language before your work is sufficiently polished to be shared with others. You are strongly advised to pay close attention to the guidelines laid out in the rubrics and templates for each assignment, as well as seeking out other sets of eyes (including members of your learning teams) to help finalize your work. SJSU also offers assistance – including workshops, tutoring, and individual consultations through the SJSU Writing Center (<http://www.sjsu.edu/writingcenter/>).

### **SJSU Academic Integrity Policy**

San Jose State University expects all students enrolled in the University, whether on a matriculated or extended education basis, to act in accordance with accepted academic and professional standards for integrity at all times. Official SJSU policy states that:

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found online (<http://www2.sjsu.edu/senate/S04-12.pdf>).

The most common issues of academic integrity are usually associated with some form of plagiarism, which is using other people's ideas and words without clearly acknowledging the source of that information. Sometimes it is tempting to copy other people's ideas (from the Internet, textbooks, magazines, lectures, or student papers) and incorporate them into your own work. As a result, it is very important to give proper credit to those sources. If proper credit is not given, then you are passing these ideas and words off as your own. This is both unethical and illegal. Students who engage in any form of academic dishonesty that contravenes SJSU policy will result in a failing grade (F) on that assignment for all parties involved and may lead to dismissal from the course and possibly the University.

### **SJSU Disability Policy**

SJSU also recognizes that some students may require special accommodations to participate in a course. If any student in this course needs such assistance and/or would like to share emergency medical information, especially as it might affect potential safety issues like evacuation procedures, please contact me privately as soon as possible so we can decide how to proceed. Presidential Directive 97-03 requires that students with disabilities register at the Disability Resource Center (924-6000) to establish a record of their disability so they can utilize the University's resources.

## Department Learning Objectives

### **Knowledge**

- Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
- Awareness of human diversity and the ways humans have categorized diversity.
- Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
- Knowledge of the history of anthropological thought and its place in modern intellectual history.
- Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

### **Skills**

- Ability to access various forms of anthropological data and literature.
- Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
- Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
- Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

### **Professional Values**

- Knowledge of political and ethical implications of social research.