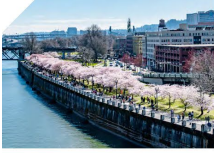




School of Planning, Public Policy and Management



PPPM 325 – COMMUNITY LEADERSHIP AND CHANGE

CRN 34097

CLASS SYLLABUS — SPRING 2024

Instructor:	Bob Choquette
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Office Location and Hours:	106 Hendricks: Mon and Thurs 11:00 – 12 noon
Course Location:	246 Gerlinger
Meeting Dates and Time:	Tuesdays and Thursdays: 12 noon – 1:20 pm

Course Description

Leadership is not just reserved for people who are in formal leadership positions, be they elected officials or people in upper-level management. We all have opportunities to take leadership roles in our lives, both formally and informally, and we need the skills and abilities to take advantage of those informal opportunities if we want to affect change.

Many academic disciplines study the root causes of society's challenges. In PPPM, we acknowledge those challenges, but focus on action – on making the changes that need to happen to improve our world.

This class will focus on increasing your understanding of leadership, on identifying and developing your leadership traits, and increasing your skills to lead and be the change agent you want to be.

Learning Outcomes

This class will expose you to the concepts, issues, and skills common to people who are leaders and agents of change. I'm not going to teach any one leadership theory, but I will help you figure out the approaches that fit you and your personality. I will also introduce leadership skills, but it will depend on you whether you really engage the material and learn from it. As a result of this course, you will:

1. Increase your understanding of your own strengths as leaders.
2. Increase your understanding of the principles of leadership and the approaches that leaders can take to address change.
3. Increase your understanding of the basis of bias and privilege, and the diversity of people and their experiences, to become better leaders.
4. Improve your communication and presentation skills in support of your leadership development.
5. Gain knowledge of, practice, and improve your facilitation skills.
6. Implement a process, or make an extended presentation, as a team that relies upon the new knowledge and skills developed in this class.

Teaching Philosophy

I subscribe to three models of learning that guide my classroom instruction:

- *Constructivism* (Duffy and Jonassen, 1992) posits that people construct their own understanding and knowledge of the world by experiencing things and reflecting on those experiences. New knowledge builds upon our previous ideas and experience. Ideally, learning happens in collaboration with others.
- *Experiential learning* (Kolb, 1984) supports students in applying the knowledge and conceptual understanding gained in the classroom to real-world problems or situations. Experience (including mistakes) provides the basis for the learning activities. Adults are most interested in learning that has immediate relevance and impact to their career or personal life, and their learning is problem-centered rather than content-oriented.
- *Relational-cultural theory* (Miller, 1976) proposes that successful relational connections—interactions that are mutually empathic and mutually empowering—are vital to individual and shared learning, as well as emotional growth and health (Miller & Stiver, 1997). RCT’s key tenets are trust, mutual empathy, and growth-in-connection, which is essentially the enhanced ability to learn and progress through healthy, growth-fostering relationships.

Textbook and Course Materials

[Leadership for a Better World: Understanding the Social Change Model of Leadership Development](#). REQUIRED. Available as an e-book from the library.

Additional readings available at <http://canvas.uoregon.edu>. REQUIRED

Grading

This class is offered on either a graded or pass/no pass basis. Your grade will be determined based on the following:

- | | |
|---------------------------------|-----|
| 1. Attendance and participation | 15% |
| 2. Passion presentation | 5% |
| 3. Leader profile paper | 15% |

4. Leader profile presentation	5%
5. Reflection papers	30%
6. Team chapter presentation or Learning / change project	30%
TOTAL	100%

Course Structure

We will spend our class time in a variety of formats. There will be some lecture, lots of discussion (both small group and whole class), and activities that require movement and interaction.

Course Website

The course website is located on the University of Oregon's Canvas system (<https://canvas.uoregon.edu>). The class syllabus, supplemental readings, and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address, as I will use this email address to communicate with you.

Accessibility

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. **If you encounter any barriers, please let me know, and I will fix them, because they are my fault.** You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541.346.1155 or uoaec@uoregon.edu.

Diversity

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. I will value each class member's experiences and contributions, and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion: 401 Tykeson Hall or 541.346.3175 or <http://inclusion.uoregon.edu/>
- Center on Diversity and Community: 54 Susan Campbell Hall or 541.346.3212 or <http://codac.uoregon.edu/>
- Bias Education and Response Team (BERT): 164 Oregon Hall or 541.346.3216 or brt@uoregon.edu

Statement Regarding Title IX and a Safe Learning Environment Free from Discrimination and Harassment

The UO is committed to providing an environment free of all forms of discrimination, harassment, and assault. This includes conduct that unreasonably discriminates among individuals based on race, color, gender, national origin, ethnicity, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, or gender expression. It also includes sexual and physical assault, domestic and dating violence, and gender-based stalking. We support Title IX.

If you, or someone you know, has experienced or experiences harassment or discrimination that is sufficiently severe or pervasive that it interferes with work or academic performance—or if you have experienced sexual or physical assault in any form—the UO has staff members trained to support and make sure you are aware of the range of options available to you and have access to the resources you need. You may choose whether to access these resources.

Students wishing to pursue a complaint involving discrimination or harassment should contact the Office of Affirmative Action & Equal Opportunity at 541.346.3123 or <http://aaeo.uoregon.edu>. If you wish to speak to someone confidentially regarding sexual assault or harassment, call 541.346.SAFE, UO's 24-hour hotline, or visit the SAFE website, <http://safe.uoregon.edu>. The University Health Center and University Counseling and Testing Center can help and works confidentially with students.

Center for Multicultural Academic Excellence

The CMAE is a place where students are empowered, engaged, and nurtured for success. Their vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. CMAE's mission is to promote student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. Call 541.346.3479, email cmae@uoregon.edu, or visit Suites 164 and 165 in Oregon Hall.

Mental Health

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may impact your academic performance or reduce your ability to participate in daily activities. The University of Oregon is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus via <https://health.uoregon.edu/mental-health> or by calling 541.346.2770.

Life's Challenges

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in school, is urged to contact the Dean of Students for support. Furthermore, please let me know as well if you are comfortable in doing so. This will enable me to provide any resources that I have access to. **I care about you as an individual and your health and well-being beyond your role as a student in this class.**

Incomplete Policy

A grade of "I" (**Incomplete**) represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria. The student:

- Has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- Has been active in the course;
- Is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (End of Week 7 of Fall/Winter/Spring terms; variable dates for summer courses);
- Is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- Requests an Incomplete by 5pm the last day of finals week for the term.

If additional class attendance or instruction is required to complete course requirements, the instructor shall not issue an Incomplete. Lack of engagement, poor performance, or a desire to repeat the course are unacceptable reasons for issuance of the "I" mark. Requests for an incomplete mark are initiated by the student and will require a formal agreement to be created with the instructor. Incomplete grades can only be granted by instructors and instructors are under no obligation to grant students an incomplete grade if in their judgment the criteria stated above are not met. Learn more about the process: <https://senate.uoregon.edu/senate-motions/us2122-22-revised-incomplete-policy>.

Academic Honesty

The [University Student Conduct Code](#) defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without "the express written permission of the instructor(s)." Academic misconduct is prohibited at UO. I report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course.

While unauthorized help and use of sources is prohibited, learning together and citing sources is crucial! If at any point in the term you are unsure about whether a behavior

aligns with academic integrity in our course, please contact me. I welcome your questions about what academic integrity looks like in our class. The bottom line is this: don't cheat. Doing so puts both student and instructor in uncomfortable positions and getting caught has serious consequences for your career as a student. And if you feel undue pressure from the workload in this class, come talk to me.

Assignments - Individual

Attendance and Participation (15%)

You registered for this class because you were interested in learning more about leadership and change, so the best way to accomplish that goal is to attend class. I want you to attend each class session. If you can't attend class, you should coordinate with your classmates to ensure you are current with class content.

I want you to participate in class by asking questions and engaging in the ensuing discussions. The research evidence demonstrates that students learn more and develop critical thinking skills through participation in discussion, so I include it as a course requirement.

You will receive two grades during the term for A&P – after five weeks, and after ten weeks. Your default grade for each will be 6 of a possible 7.5 points. If I notice you missing more than a class or two, I'll lower your grade. If you participate in class discussions or ask questions more than many of your peers, I'll increase your grade.

Introduce Yourself to your Classmates

It's easier to feel confident asking questions and participating in class discussions if you feel like you know the instructor and other students in the class and that you are part of a supportive community. This discussion is meant to help us get started with that process. See Canvas for details.

Passion Presentation (5%)

Everyone has a passion, or at least a strong interest, for something, and in many cases, it leads to involvement and leadership opportunities. In this presentation, you will have about 2 minutes on the date shown on the Schedule to tell the class about your passion – the topic or interest that excites you, that gets you out of bed in the morning, that you want to be part of, that you want to improve and/or lead.

Leader Profile Paper (15%)

Identify someone that you either know from personal experience or by reputation **in the local area** that you believe is an effective leader. Interview them to learn more about (for example) how they got where they are, what issues are important to them, what they think makes for good leadership, and how they developed their leadership style.

Write a 1,250+ word profile based on the interview and submit it via Canvas by the due date shown on the Schedule.

Leader Profile Presentation (5%)

Your Leader Profile Paper will serve as the basis for your Leader Profile Presentation. You will have about 2 minutes on the date shown on the Schedule to convince your classmates why the leader you profiled is an excellent leader.

At the end of the presentations, the class will vote for the leaders they would most like to speak to the class. The top vote getters will be invited to participate in a panel discussion on leadership on the date shown in the Schedule.

Reflection Papers (30%)

Research shows that one of the best ways to reinforce learning is to reflect in writing about what you've recently learned. You will write regular reflection papers of 400+ words to reinforce what you've learned. See the Schedule for due dates. All reflection papers will be posted to Canvas.

Reflections will vary by week, so see each reflection on Canvas for specific prompts.

Assignments - Team

You will work as part of a team to complete one of two assignments: a team chapter presentation on one of the Cs of leadership from the book **OR** a learning / change project. Teams of 3 students will be identified in the third week and will choose one of the two assignments.

We will spend time during the third week developing team agreements to ensure the success of your team in completing your assignment with minimal discord among team members.

Team Chapter Presentation (30%)

Each team will be responsible for presenting a chapter from the Social Change Model book during the second half of the term. Presentations will be about 40 minutes and will be expected to use a variety of techniques (small group discussions, facilitated activities, lecture, etc.) to engage the class in the content. I posted the *Instructor's Guide* for our textbook in the [Files / Resources](#) section of Canvas as a possible source of ideas for you.

I expect you to use the text as a starting point for your presentation, but I don't want your presentation to be *about* the content; you can spend at most about 5 minutes providing a summary of the chapter's content as an intro to your topic. I want the bulk of your presentation to build on or expand upon the content. Think about how to connect the content to you and your classmates' lives, using activities, case studies and/or real-world examples.

You should also include references to, or a sensitivity to, issues of bias and privilege, and how marginalized groups might be affected by, or react differently to, your topic.

Each team, in preparing for their presentation, will be expected to complete the following:

1. As soon as you know your chapter assignment, schedule a meeting with Bob 2-2½ weeks prior to your presentation date. To prepare for that meeting:
 - a. Read your chapter and review any additional resources I have distributed.
 - b. Review the rubric for this assignment posted on Canvas.
 - c. Conduct a team meeting to discuss how you might approach your chapter in class, which could include:
 - i. Identifying a short improv / icebreaker related to your topic.
 - ii. Highlighting a connection between some of the strengths within your team and the chapter content; and
 - iii. Conducting a de-brief with the class after your presentation about what worked well, and areas of improvement.
2. Meet with me on the scheduled date to discuss your approach. Come with a variety of ideas we can discuss and a draft facilitator's agenda, so I can provide direction and feedback, and/or additional ideas.
 - a. 3 days before your presentation: Submit a facilitator's agenda on Canvas of how you will approach your presentation.

Learning / change Project (30%)

For this project, each student team will pick an issue, and will investigate how the issue or change is/isn't being addressed. Recent projects have included:

- UO student worker unionization
- Composting on campus
- Campus signage
- Sex education on campus
- Youth homelessness in Lane County
- Museum artifacts and UO tribal relations
- Services for students with disabilities
- Starting a campus food pantry

The issue doesn't have to be large—I don't expect you to address climate change or universal health care—but it should be something local, something you care about, and something you want to learn more about and/or change.

Over the course of the term, you will work in a team to learn more about the issue, identify a leader(s) you can meet with about the issue, schedule a meeting, develop an agenda for your meeting with the leader, and facilitate your meeting with them.

Your meeting will utilize the facilitation techniques we discuss early in the term, but the format of the meeting will depend on the issue and your team-identified goal for the meeting.

Research Paper (5%)

The first step in preparing for your learning / change project is to learn as much as you can about the topic. Each team will submit a 750+ word paper summarizing what they know about their project based on secondary sources and identify who they might contact to conduct a facilitated meeting. See Schedule for due date.

Facilitator's Agenda (5%)

Each team will develop a facilitator's agenda, modelled on the example shared in class that will guide their learning / change meeting. Your facilitator's agenda should include a breakdown of the sections of the meeting, the timing for each, the **specific** questions you intend to ask, and connections to the theories we discussed in class (convergence / divergence, big rocks, etc.) Only one person per team needs to post their agenda on Canvas by the due date shown in the Schedule.

Facilitated Meeting

You will hold a meeting with a leader(s) from an appropriate organization for your learning / change meeting. You will use the facilitator's agenda developed above. You cannot schedule this meeting until I have discussed your project with your team. These meetings will happen during weeks 8 or 9.

Learning / change Project Analysis (5%)

After the meeting, each team member will submit a 1,200+ word analysis describing the meeting, their role in it, strengths, and weaknesses of the meeting design the group chose to use, outcomes of the meeting, and an evaluation (i.e., what worked, what didn't) of the process. Your paper is due on Canvas on the date shown in the Schedule.

Class Discussion / Presentation (5%)

During the time of our scheduled final, we will meet to celebrate the completion of the class and share the results of your learning / change project. Your presentation should include a discussion of how / why you chose this idea, how you planned and conducted the meeting, outcomes, and an evaluation of the meeting / lessons learned.

Additional Activities

Improvisation

Effective leadership requires a range of skills and abilities, and many can be developed through improvisation, which teaches people to listen more deeply, think on their feet, take risks more readily, be spontaneous and meaningful, be accepting of others, and be fully focused and active in the moment.

The skills you will learn and practice in this class through improvisation will also enhance your effectiveness as a leader.

Impromptu Presentations

Interested students who want additional opportunities to improve their presentation skills will have the chance as class time permits to make presentations to the class. These presentations are *optional* and won't be graded or earn credit.

Class Elements



Schedule

The following schedule may be adjusted as we move through the term, depending on student's interests and the length of time we discuss issues.

Week	Date	Topics	In-class Activities	Readings	Assignments Due
1	4/2	Introduction to the class	Discuss syllabus		Introduce Yourself to Your Classmates (Sun)
	4/4	Introduction to classmates Improv	Meet classmates / Complete syllabus discussion / Improvisation activities	See Canvas	Complete / email CliftonStrengths assessment (Sun)
2	4/9	Finding Your Strengths	CliftonStrengths discussion		
	4/11	<i>Presentation 1: Your Passion</i>	Student presentations		Reflection 1 (Sun)
3	4/16	<i>Presentation 1: Your Passion</i> (cont.) Learning / change project 1	Student presentations Identify learning / change project ideas		
	4/18	Learning / change project 2	Finalize learning / change project ideas Form teams		Reflection 2 (Sun)
4	4/23	Bias / Privilege	Lecture / discussion	See Canvas	
	4/25	<i>Presentation 2: Leader Profile</i>	Student presentations		Leader Profile Paper (Sun) Reflection 3 (Sun)
5	4/30	<i>Presentation 2: Leader Profile</i> (cont.) Social Change Model Consciousness of Self	Student presentations Lecture / discussion	SCM 1-3	
	5/2	Facilitation I	Lecture / discussion	See Canvas	Learning / change project research paper (Sun) Reflection 4 (Sun)
6	5/7	Congruence Facilitation II (cont.)	Student-led discussion / activities Lecture / discussion	SCM 4	

Week	Date	Topics	In-class Activities	Readings	Assignments Due
	5/9	Commitment Team check-ins	Student-led discussion / activities	SCM 5	Facilitator's Agenda (Sun) Reflection 5 (Sun)
7	5/14	<i>Rehearsals for Life</i>	Guest speakers / activity		
	5/16	Collaboration Improv	Student-led discussion / activities	SCM 6	Reflection 6 (Sun)
8	5/21	Common Purpose Controversy with Civility	Student-led discussion / activities	SCM 7 & 8	
	5/23	Citizenship Improv	Student-led discussion / activities	SCM 9	Reflection 7 (Sun)
9	5/28	Change	Student-led discussion / activities	SCM 10-12	
	5/30	Leadership panel preparation	Student-facilitated activity		Reflection 8 (Sun)
10	6/4	Leadership Panel	Student-facilitated panel discussion		
	6/6	Gratitude activity Class evaluation	In-class activity Student-facilitated end-of-course review		Final Reflection (Sun)
Finals	Th 6/13 8:00 am	Learning / change project presentations	Student presentations		Learning / change Project Presentations (Mon)

No late work will be accepted after the end of our final exam time: Thursday, June 13 at 10:00 am