

## Term Information

Effective Term Spring 2023

## General Information

Course Bulletin Listing/Subject Area History  
Fiscal Unit/Academic Org History - D0557  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3676  
Course Title Leadership in History  
Transcript Abbreviation LdrshpinHistory  
Course Description This course employs the lessons, models, and narratives of history to consider different characteristics of leadership and analyze how those qualities might shape students' own vision of what it means to be an informed citizen, leader, and follower.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: English 1110.xx, or permission of instructor.  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 54.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Study leadership and its components in an advanced, upper-level course. Learn about narratives of community building, community belonging, and change-making to develop critical and logical oral and written presentation skills.
- Gain deeper understanding of the diverse meanings and manifestations of citizenship, identity, and belonging in various contexts.
- Engage in a historical exploration of specific case studies (CS), which highlight distinct models of leadership and followership. Consider how systems of leadership and followership are mediated by gender, class, race, ethnicity, and religion.
- Rely on disparate primary sources to emphasize the ways in which making connections—to other persons, communities, and environments — shapes how people act as citizens.
- Engage with the larger concepts of citizenship, leadership, and followership to consider the disparate communities to which you belong and the role you wish to play in these – and future – groups and societies.
- Think critically, read thoughtfully, compare events across time and place, and articulate and advance ideas with clarity and a generosity of spirit -- all essential tools in becoming informed and active citizens.
- Research and write a final research project to engage in deeper, independent research on a topic of a student's choice.
- Complete two self-assessments of class engagement to evaluate their contribution to class discussion and assess the ELOs of the class.

### **Content Topic List**

- Leadership
- Citizenship
- Followership
- Mexican Revolution
- National Railways (France)
- African American Women
- Domestic Labor
- Title IX
- Japanese Comfort Women

### **Sought Concurrence**

No

**Attachments**

- History 3676 - Syllabus.docx: Syllabus  
*(Syllabus. Owner: Getson,Jennifer L.)*
- History 3676 - GE Form.docx: GE Form  
*(Other Supporting Documentation. Owner: Getson,Jennifer L.)*
- Curriculum Map Master (3.15.2022).doc: Curriculum Map  
*(Other Supporting Documentation. Owner: Getson,Jennifer L.)*
- History 3676 Cover Letter Judd.pdf: Cover Letter  
*(Cover Letter. Owner: Getson,Jennifer L.)*
- History 3676 Syllabus (Judd).docx: REVISED syllabus  
*(Syllabus. Owner: Getson,Jennifer L.)*

**Comments**

- Uploaded Revised Syllabus and Cover Letter to address the committee's revisions. Please note -- changed sections in the syllabus have been highlighted in the document. The highlights will be removed in the final syllabus for class.  
*(by Getson,Jennifer L. on 09/27/2022 06:37 PM)*
- Please see Panel feedback email sent 08/02/2022. *(by Hilty,Michael on 08/02/2022 08:06 AM)*
- If this new course will be able to count in your major (even as an elective), please also submit an updated curriculum map. *(by Vankeerbergen,Bernadette Chantal on 03/13/2022 10:32 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	03/10/2022 11:55 AM	Submitted for Approval
Approved	Soland,Birgitte	03/10/2022 01:54 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/13/2022 10:32 PM	College Approval
Submitted	Getson,Jennifer L.	03/15/2022 09:38 AM	Submitted for Approval
Approved	Soland,Birgitte	03/15/2022 12:10 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/24/2022 03:50 PM	College Approval
Revision Requested	Hilty,Michael	08/02/2022 08:06 AM	ASCCAO Approval
Submitted	Getson,Jennifer L.	09/27/2022 06:37 PM	Submitted for Approval
Approved	Soland,Birgitte	09/27/2022 08:19 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	09/27/2022 08:20 PM	College Approval



15 September 2022

Dear Reviewing Faculty for the **Citizenship for a Just and Diverse World** GE Theme,

Thank you for giving me feedback on my course, **History 3676**. After reading the feedback and meeting with Professor Jim Fredal to discuss your suggestions, I have revised my syllabus. My particular thanks to Professor Fredal in helping me think through the committee's evaluation.

I have changed the syllabus in the following ways:

1. I have added more emphasis on the topic of citizenship throughout the syllabus, from the course description through to individual lectures. I re-wrote the course description to highlight the specific questions about citizenship posed by the course and makes clear that students will both study extant definitions of citizenship while also developing their own understandings of it. The description and individual modules each more explicitly link concepts of citizenship and leadership, the result of which is that the course is more tightly connected to the overall GE theme of citizenship for a just and diverse world.
2. Page 13 of the syllabus includes the three self reflection exercises, each of which links citizenship to leadership, as well as examples of the ways in which the reading questions address the GE's ELOs. I also revised the detailed charts included on the syllabus so that the students can see how their ELOs will be met through course exercises (pages 2-4).
3. A summary of the Title IX project and the Final Research Project (page 5) now includes explicit references to citizenship.
4. The extra credit projects (page 10) now have been revised to focus only on the intersection of citizenship and leadership.
5. I have added a grading scale to the course's policies (page 11).

Many thanks for your help with the process. I look forward to your review.

Sincerely,

Robin E. Judd

Associate Professor, Department of History

**New Class Proposal**  
**History 3676: Leadership in History (3 credit hours)**  
**W/F 9:45-11:05, Spring 2022**  
**Professor Robin Judd**  
**Office Hours: W 1:30-3:30 pm & by appointment**  
**Dulles 267 ( [judd.18@osu.edu](mailto:judd.18@osu.edu); <http://carmen.osu.edu> )**

**Course Description:**

From our nation’s capital to the town council, from business to faith, it is commonplace to hear that we live in a crisis, or absence, of leadership. But what does good leadership mean? **And what is its inexorable connection to citizenship?**

This course employs the lessons, models, and narratives of history to consider different characteristics of leadership and **analyze how those qualities might shape students’ own vision of what it means to be an informed citizen.** We encourage students to apply historical thinking to answer the questions: *What does citizenship, leadership, and followership mean? What responsibilities do we have as citizens to identify and protect the needs, objectives, and values of our communities? How should we act in order to be the kind of people we would wish to follow?*

Throughout the semester, students will analyze specific historical case studies: Mexican Revolution, the French railways during and after World War II, the unionization of African American domestic workers, Title IX, and the memorialization of the so-called “comfort women.” **Each of these case studies offers narratives of citizenship, community building and change-making.** They encourage students to think critically, read thoughtfully, compare events across time and place, and articulate and advance ideas with clarity and a generosity of spirit -- all essential tools in becoming informed and active citizens. **They emphasize the ways in which making connections—to other persons, communities, and environments — shapes how people act as citizens.** Moreover, they underscore disparate formulations that historical actors have offered to suggest how – as citizens – they wanted to advocate for and defend their communities’ objectives.

**Credit Hours and Work Expectations:**

This is a three-credit hour, graded course that meets twice a week for one hour and twenty minutes. According to Ohio State rules, one credit hour translates to three hours per week of the average student’s time (<https://trustees.osu.edu/bylaws-and-rules/3335-8>). In this course, students should expect to spend three hours per week on direct instruction and up to six additional hours completing the assignments and readings, as outlined below.

**Objectives and Learning Outcomes:**

**This course fulfills the general requirements and expected learning outcomes for GE Themes.**

Themes: General		
Goals	Expected Learning Outcomes	In this course

<p><b>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the Foundations component.</b></p>	<p><b>Successful students are able to...</b></p> <p>1.1. Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p><b>In this course, students...</b></p> <p>1.1. Examine in <i>greater factual detail</i> the historical interpretations of leadership, citizenship, and followership and read and discuss <i>multiple scholarly interpretations</i> of historians, sociologists, managerial studies scholars, film makers, artists, and political pundits to gain a deeper understanding of these concepts and their historic specificities.</p>
	<p>1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>1.2. Read cutting-edge scholarship, participate in regular in-class discussions and a class-wide project, and complete varied writing assignments to develop critical and logical thinking about the topic.</p>
<p><b>GOAL 2: GOAL: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</b></p>	<p>2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>2.1. Engage in the exploration of each unit topic through a combination of lectures, readings, films, discussions, and writing assignments to learn how to identify and describe an issue, articulate an argument, find evidence, and synthesize views or experiences orally and in writing.</p>
	<p>2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>2.2. Gain a rigorous, critical, and self-aware engagement not only with the history of leadership, but also with key issues for all global citizens, such as the meaning and role of community, dissent, ideology, adaptive change, economic instability, violence, physical and social mobility, human agency, historical memory, citizenship, and identity.</p>

**This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Citizenship for a Just and Diverse World.**

Themes: Citizenship in a Diverse and Just World		
Goals	Expected Learning Outcomes	Related course content

<p><b>GOAL 1: Citizenship:</b> Successful students will explore and analyze a range of perspectives on citizenship, across local, national, and global, and apply the knowledge, skills, and dispositions that constitute it.</p>	<p><b>Successful students are able to...</b></p> <p>1.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, global, and/or historical communities.</p>	<p><b>In this course, students...</b></p> <p>1.1. Study diverse manifestations of citizenship in six different historical case studies and analyze its political, socioeconomic, cultural, and everyday manifestations in various transnational communities.</p>
	<p>1.2. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>1.2. Analyze and reflect on notions of citizenship, leadership, and followership in a global perspective through a study of the interactions among national and international organizations, various levels of government, local communities, and ordinary people in twentieth century global history. Consider how notions of “effective” leadership have been used to shape public policy, higher education, institutional life, and corporate settings.</p>
<p><b>GOAL 2: Just and Diverse World:</b> Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies.</p>	<p>2.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>2.1. Study leadership across geographical regions, socioeconomic status, and racial, ethnic, and religious background to understand its relationship to citizenship and to comprehend conflicting ideas of diversity, equity and inclusion as both policy and lived experience.</p>
	<p>2.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>2.2. Analyze and evaluate the history, political and social status, cultural identity, and activism of a wide diverse group of individuals in the past and present who have been refused rights of full citizenship: Jews, Muslims, African Americans, refugees, and disenfranchised laborers.</p>

**Course-Specific Goals:** Successful students will

- Study the inexorable linkages between leadership and citizenship in an advanced, upper-level course. Learn about narratives of community- belonging, exclusion, and building, as well as change-making to develop critical and logical oral and written presentation skills.
- Gain deeper understanding of the diverse meanings and manifestations of citizenship, identity, and belonging in various contexts.
- Engage in a historical exploration of specific case studies (CS), which highlight distinct models of citizenship and leadership. Consider how citizenship is mediated by gender, class, race, ethnicity, and religion.
- Rely on disparate primary sources – including letters, petitions, diary entries, political decrees, speeches, interviews, photographs, to emphasize the ways in which making connections—to other persons, communities, and environments — shapes how people act as citizens.
- Engage with the larger concepts of citizenship, leadership, and followership to consider the disparate communities to which you belong and the role you wish to play in these – and future – groups and societies.
- Think critically, read thoughtfully, compare events across time and place, and articulate and advance ideas with clarity and a generosity of spirit -- all essential tools in becoming informed and active citizens. Reflect on the transferable critical thinking skills that come from engaging with a historical analysis of leadership.
- Research and write a final research project concerning the connections between citizenship and leadership.
- Complete two self-assessments of class engagement to evaluate their contribution to class discussion and assess the ELOs of the class.

**Course Materials:**

The following books are available for purchase at Barnes and Noble or via online booksellers; they are **not** available on Carmen:

Sarah Federman, *Last Train to Auschwitz: The French National Railways and the Journey to Accountability*

Kelly McFall and Abigail Perkiss, *Changing the Game: Title IX, Gender, and College Athletics*

Premilla Nadasen, *Household Workers Unite: The Untold Story of African American Women Who Built a Movement*

All other readings will be available through the course Carmen site.

**Course Requirements:**

Your grade for the course will be based on the following:

- (1) **Attendance:** I am eager to learn with you this semester. I expect you to attend our lectures and be responsible for the material covered during each class. Please come to class on time and do not leave class before the class is dismissed. Attendance will be taken using TopHat. Students missing more than two class meetings without an excused absence will incur a grade penalty. In case you need to miss class due to religious conflict or an illness, please email me as soon as possible. (10 points)



- (2) **Introductory Paragraph:** I teach best when I have a sense of who my students are. Please introduce yourself. What would you like to be called? (Whether you go by your given name or some other name, how would you like to be known in this class? And if you think that I might not know how to pronounce the name you'd like to be called, please give me some guidance.) What are your preferred personal pronouns? Where are you from (hometown)? What do you study? Do you have any special concerns that I should know about? Why did you enroll in this course? **In which communities – if any – do you think about yourself as a citizen?** Please submit this assignment even if you have taken multiple courses with me☺ Kindly submit **by 9:30 am on Wednesday, January xx, 2023**; no credit if not submitted on time. Submit as a .doc, .docx, or .pdf attachment to the Assignment in CARMEN. 12-point font with 1 inch margins and double spaced. (2 points)
- (3) **Reading Responses (RR):** Please answer the 10 sets of short questions posed on Carmen to help you think more deeply about the reading. Please keep your answers brief. Your answers must be typed and uploaded onto Carmen by **9:30 am of the day** that we are discussing those readings/podcasts/films/images. Graded as full credit (1 point each), partial credit (.5) or no credit (0). (10 points).
- (4) **Self-Reflections (SR):** Over the course of the semester, you will be asked to respond to 3 short essay prompts that consider leadership and its components. These 2-3 page essays (double spaced) will have you consider one of our case studies, how it highlights distinct models of leadership, and the specific **connections you draw among concepts of citizenship, leadership, and followership**. More information about this assignment can be found on Carmen. One of your three self-reflections will concern the Title IX project. Your answers must be typed and uploaded onto Carmen by **9:30 am on the due date** [21 points total: SR 1 worth 6 points; SR 2 worth 7 points; SR 3 worth 8 points].
- (5) **Title IX Project:** As a class, we are going to participate in a historic simulation that will concern Title IX. **Over several weeks, we will discuss the history of Title IX and consider how it narrates a complicated history of citizenship in the US**. Every student will have a role, which you will be assigned during the third week of class. Every student will have to present publicly, at least once, write one persuasive text, write one self-reflection, and participate in an assessment. More information about this assignment can be found on Carmen. [30 points total: 10 points participation, 10 points presentation, 10 points writing]
- (6) **Final Research Project:** **Your final project will ask you to research a 20<sup>th</sup> century case study of the connection between leadership and citizenship**. More information about this assignment can be found on Carmen. [27 points total: 5 points proposal, 22 points project]

### Meeting, Reading, and Assignment Schedule

\* Unless Noted, All Assignments are Due via Carmen by 9:30 am on the day noted\*

#### Unit 1: Leadership as a System

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
1	Leadership and Citizenship: Wrestling with Definitions		

2	How are Leadership and Citizenship Connected?	<p>**Principles and Standards of Citizenship Leadership”</p> <p>* “Leadership – It’s a <i>System</i>, Not a Person!”</p> <p>*Recommended: Barbara Kellerman, “What Every Leader Needs to know about Followers,” <i>Harvard Business Review</i>, December 2007</p>	Introductory Paragraph
3	Adaptive Change v. Technical Challenges	<p>*Philip Podsakof, “Transformational Leadership Behaviors and Organizational Citizenship Behaviors”</p> <p>*“Introduction” and “Chapter 1,” Ronald A. Heifetz, Marty Linsky, and Alexander Grashow. <i>The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World</i>. Harvard Business Press, 2009</p> <p>*Chen Zhang et al, “Why Capable People Are Reluctant to Lead,”</p> <p><a href="https://hbr.org/2020/12/why-capable-people-are-reluctant-to-lead">https://hbr.org/2020/12/why-capable-people-are-reluctant-to-lead</a></p>	Reading Response (RR) 1

### Unit 2: Leadership v. Authority

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
4	Leadership v. Authority, Introducing Case Study (CS) 1: Mexican Revolution	<p>*Barbara Kellerman and Todd Pitinsky, “Introduction,” in <i>Leaders who Lust: Power, Money, Sex, Success, Legitimacy</i></p> <p>*Ruth B. Mandel, “Leadership Redefined: Authority, Authenticity, Power” in <i>Women and Leadership: The State of Play and Strategies for Change</i></p> <p>*“Revolution,” in <i>The Mexico Reader</i></p>	RR2
5	Case Study (CS) 1 Mexican Revolution: Leaders, Citizens, Contexts	Stephanie Smith, chapter 1, <i>Gender and the Mexican Revolution</i>	

6	CS1 Mexican Revolution: Leaders, Citizens, Contexts	*Emiliano Zapata, Otilio Montaño, and Others, “The Plan de Ayala, 1911” *Ricardo Flores Magón, “Manifiesto”	RR 3
7	Panel Informed Citizenship, A Local Case Study: Larry Moses, Michael Glimcher, Audrey Tuckerman, and Elka Abrahamson in Conversation (United Way, Columbus Foundation, Wexner Foundation):		Self Reflection (SR) 1

### Unit 3: Ethical Leadership and Generative Change

Class	Topic	Reading, Podcasts, Videos Due	Assignments Due
8	What is Ethical Leadership and Generative Change? Introducing Case Study 2: French National Railways During World War II	*Nannerl O. Keohane, “How do Character, Ethics, and Leadership Interact,” in <i>Thinking About Leadership</i> * President Barack Obama on Leadership, Family, and Service (Podcast, “Dare to Lead”) <a href="https://brenebrown.com/podcast/brene-with-president-barack-obama-on-leadership-family-and-service/">https://brenebrown.com/podcast/brene-with-president-barack-obama-on-leadership-family-and-service/</a>	RR 4
9	CS2 French National Railways During World War II: Leaders, Citizens, Contexts	Sarah Federman chapters 1-3 <i>Last Train To Auschwitz: The French National Railway and the Journey to Accountability</i>	
10	CS2 French National Railways During World War II: Leaders, Citizens, Contexts	Sarah Federman, Part II, “Accountability” <i>Last Train To Auschwitz</i>	RR 5
11	Ethical Citizenship, Local Case Studies: Sudarshan "Shud" Sharma & Sandra R. López	Sarah Federman, Part III, <i>Last Train to Auschwitz</i>	SR 2

--	--	--	--

#### Unit 4: Leadership “From Below”

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
12	Case Study 3: Introduction	Premilla Nadasen, “introduction” and “chapter 1,” <i>Household Workers Unite: The Untold Story of African American Women Who Built a Movement</i> Recommended? Kellie Carter Jackson, “She was a member of the family: Ethel Philips, Domestic Labor, and Employer Perceptions,” <i>Women’s Studies Quarterly</i> 45 (Fall/Winter 2017) 160-172	RR6
13	CS 3: Leaders, Citizens, Contexts	Premilla Nadasen, chapters 2 and 3, <i>Household Workers Unite</i>	
14	CS3 Leaders, Citizens, Contexts	Premilla Nadsen, <i>Household Workers Unite</i> , chapters 4-7	RR7
15	Speaker: Local Contexts	*Association of Black Women Historians, “An Open Statement to the fans of <i>The Help</i> ,” 12 August 2011 *Bill Taylor, “True Leaders Believe Dissent is an Obligation,” HBR 2017 <a href="https://hbr.org/2017/01/true-leaders-believe-dissent-is-an-obligation">https://hbr.org/2017/01/true-leaders-believe-dissent-is-an-obligation</a>	

#### Unit 5: Class Wide Project

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
18	Class Wide Project: Introduction	McFall and Perkiss, <i>Changing the Game</i> , (CTG) pp. 2-10 AND 34-59	
19	CS4: Title IX, Introduction	“Historical Background,” CTG, pp. 12-32 All American Girls Professional Baseball League, CTG, pp. 78-80 US Congress, “Title IX,” 1972 in CTG, p. 67 Appendix A and B, CTG, pp. 159-161	RR8
20	CS4: Title IX Project begins	Interview with Avronne S. Fraser <a href="https://www.repository.law.indiana.edu/ohtitleix/12/">https://www.repository.law.indiana.edu/ohtitleix/12/</a> Office of Civil Rights, “Clarification of Intercollegiate Athletics Policy,” in CTG, pp. 67-78	
21	CS4: Title IX Session 2	CTG Primary Sources, pp. 80-104	Group Presentations
22	CS4: Title IX Session 3	CTG Primary Sources, 105-119	Group Presentations

23	CS4: Title IX Session 4	CTG Primary Sources, 119-151	RR9 Group Presentations
24	CS4: Title IX Session 4	CTG, Primary Sources, 151-157	Group Presentations
25	CS4 Title IX Wrap Up	In class: assessment	SR 3

### Unit 6: Apologizing and Apologies

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
26	“Leaders who apologize; Citizens who accept apologies”	*Sarah Federman, “How Companies Can Address Their Historical Transgressions,” <i>Harvard Business Review</i> (January February 2022): 83-92 *Barbara Kellerman, “When Should a Leader Apologize and When Not,” <i>Harvard Business Review</i> (April 2006): 73-81	
27	Germany	Valentina, Roza Kraus, “Memorials and the Cult of Apology,” in <a href="https://www.e-flux.com/architecture/monument/349760/memorials-and-the-cult-of-apology/">https://www.e-flux.com/architecture/monument/349760/memorials-and-the-cult-of-apology/</a>	
28	Japan	Na-Young Lee, “Challenging the Global Human Rights Regime: Transnational Significance of the "Comfort Women" Redress Movement,” <i>Journal of Asian American Studies</i> 24.3 (October 2021): 417-441	RR 10
29	Conclusion		

\*\* Final Projects Are Due on \*\*

**Extra Credit:** Students have the option of receiving extra credit for up to **two** of the following assignments (you must choose among a, b, and c; you cannot write 2 film/podcast reviews). They must be completed by the dates set out below. (.75 point each; extra credit only will count towards students whose final average is a C- or higher.)

- (a) Attend my office hours by 7 February
- (b) Podcast or Film Review: Evaluate one of the following films/podcasts and write a 1-2 page response paper **considering how the film or podcast connects concepts of leadership and citizenship**. Please make sure that you give yourself enough time to locate, obtain, and watch the film or podcast. All of the films can be obtained at OSU and/or via Netflix/Amazon. Please upload your review onto Carmen by 9:30 am on the date listed below:
  - a. “Lorna Davis, “Why The Strongest Leaders Ask for Help” (Ted Business podcast), due class 8
  - b. *The Founder* (2016) due class 12
  - c. “Dr. Sarah Lewis on the Rise: The Creative Process and the Difference between Mastery and Success” (Dare to Lead podcast) due class 12
  - d. *42: The True Story of an American Legend* (2013) due class 16
  - e. “Courageous Cultures” (Leadx podcast) due class 20
  - f. *The King's Speech* (2010) due class 22
  - g. *RGB* (2018) due class 26
  - h. “Everyone Hates Meeting So Why Do We Have So Many of Them?” (No Stupid Questions podcast) due class 28
  - i. *Babe* (1995) due class 28
- (c) Purposeful Activity: By our fifth class, choose one activity listed below that allows you to **focus on, apply, and develop practices and behaviors identified in exemplary leadership and citizenship**. As you engage in this activity, post two updates (2-3 sentences each) on the course’s Carmen discussion thread concerning the activity that you have chosen. [activities include: a) challenging the process/embracing disequilibrium, b) enabling others to act, c) finding sanctuaries, and e) distinguishing the essential from the expendable.] (due classes 5, 14, 27)

## Important Information

**ABILITY AND ACCESS:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic

misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

**Changes to Syllabus:** The syllabus is subject to change; any change that I make will be indicated on Carmen. If you have any questions about the content or conduct of the course, please do not hesitate to contact me at [judd.18@osu.edu](mailto:judd.18@osu.edu)

**Communication:** I will use email, Carmen messenger, and Carmen’s announcements to share additional information with the class. The quickest way to contact me is by email, and you may usually expect a reply within 24 hours. I am not on email late at night, nor am I on email between sundown on Friday night and sundown on Saturday night. When you craft your messages, kindly include a descriptive subject line ("Question about History assignment"), begin with a respectful salutation ("Dear Professor Judd") and conform to standard English with proper punctuation and capitalization. For an excellent overview of how students can most effectively use email with their professors, "How to e-mail a professor" <<http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>>

**Counseling and consultation services:** 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 lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling (614) 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

**Grade Grievances and Other Academic Complaints:** Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department’s grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

**Grading:** A 100–point scale is used, 10 points for each letter grade. Because there are so many opportunities for extra credit, I do not round up. An **A** indicates excellence of the highest quality. A **B** indicates above average work, meeting more than the minimum. A **C** indicates that the student minimally does the requirements of the course. A **D** indicates that the student fell shy of the requirements.

A:	93 and above	B-:	80-82.9	D+:	67 -69.9
A-:	90-92.9	C+:	77-79.9	D:	63-66
B+:	87-89.9	C:	73-76.9	E:	below 63
B:	83-86.9	C-:	70-72.9		

**Health and safety requirements:** All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>).

**Learning Community:** The success of our course depends on our ability to create an inclusive and safe learning community for all students. In any given class, we can usually count students with a high level of knowledge in the historical discipline as well as those for whom this class is their first formal exposure to college level learning in History. We will enjoy students from a variety of different identities and backgrounds. In order to respect your classmates and improve your own learning experience, I ask that you open your minds to new and different perspectives, to be kind, and to enter into our class discussions in good faith.

**Office Hours:** I have arranged for both in person and zoom office hours. You must sign up for office hours using Carmen. If you have not used carmen before to sign up for office hours, you may find the following link useful: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-sign-up-for-a-Scheduler-appointment-in-the-Calendar/ta-p/536>

**Phones in class:** The use of phones in class is prohibited under all circumstances unless you need to use your phone for Tophat, in which case you may utilize it during that exercise only.

**Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, **Kellie Brennan**.

**Written Work:** All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the first page and all pages should be numbered. The deadlines for materials (and how you should be submitting them) can be found in the schedule above.



**Self-Reflection Essay Prompts:** These 2-3 page essays (double spaced) will have students consider our case studies and consider how they highlight distinct models of leadership and exemplary citizenship, and the specific connections among concepts of citizenship, leadership, and followership

1. SR1: As you begin to think about your own relationship with leadership and citizenship, which definition of citizenship that we have discussed so far makes the most sense to you? Which definition of leadership? What specific skills or attributes of leadership do you think are most important to cultivating exemplary citizenship? Why? Do you find any evidence of any of these skills or attributes in the Mexican Revolution case study? By whom? Where and how? Are there any skills or attributes that you wish to improve upon in yourself? (6 points)
2. SR 2: How do you define ethical leadership? What does that entail? What is its connection to citizenship? Do you agree with Keohane's linkage of character with leadership? How might that then be linked to citizenship? How do you understand notions of ethical leadership and exemplary citizenship when we think about the French National Railways during and after World War II? (7 points)
3. SR 3: Choose one of the primary sources assigned for the Title IX case study. How does it underscore your understanding of generative change and exemplary citizenship? What was your role in the case study? Did that experience encourage you to think about leadership, followership, and/or citizenship differently? In what ways? (8 points)

**Reading Response Prompts, 1-3:** These short questions, posed on Carmen, help students think more deeply about the reading. They are due on the day readings are discussed.

1. RR1: How do Podsakof and Heifetz/Linksy each describe transformational leadership? In what ways does each link citizenship with leadership? Do you agree/disagree with their pairing the concepts in this way?
2. RR2: According to Mandel, in what ways does gender shape leadership practices? In what ways does it shape belonging and participation? What formulations of citizenship and leadership does the "Revolution" reading offer?
3. RR3: Who were Zapata, Montañó, and Magón? What kinds of suggestions does Zapata and Montañó's 1911 plan offer? Magón's manifesto? What specific interventions do they make concerning the role of citizens in a new state?

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

History 3676

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

In this course on **leadership in history**, students examine in *greater factual detail* the historical interpretations of leadership, citizenship, and followership. They read and discuss *multiple scholarly interpretations* presented by historians, sociologists, managerial studies scholars, film makers, artists, and political pundits to gain a deeper understanding of these concepts and their historic specificities across time and place.

Students also read *cutting-edge scholarship* and participate in *regular in-class discussions* and *a class-wide project*. They complete varied writing assignments to develop critical and logical thinking about the topic of leadership in history.

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This course represents an advanced study because:

- (1) It requires students to engage in *critical and logical thinking* about the **history of leadership and followership** through a detailed examination of twentieth century case studies. These case studies (the Mexican Revolution, the French Railways during and immediately after World War II, Title IX, the Mobilization of Black Female Household Workers, Korean “Comfort Women”, and Germany’s Reparations and Restitutions) will allow students to think critically about chronology, cause-and-effect, outcomes, and agency
- (2) It draws on recent research on leadership and best practices concerning leadership pedagogy [eg. The work of work Chen Zhang (2020), Barbara Kellerman (2016), Ron Heifetz (2009), and Todd Pitinsky (2020)]
- (3) Students engage with multiple perspectives by reading historical scholarship and primary sources, as well as watching films and video clips and listening to podcasts to form *critical and logical opinions* on the history of leadership and followership.
- (4) Students’ participation in regular in-class discussion on these topics, as well as a class project, will help develop *critical and logical oral presentation skills*.
- (5) Students write several reflection papers, reading responses, and a final project that synthesize the material covered to develop *critical and logical written presentation skills*.

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This class engages in an *advanced, in-depth examination* of the history of leadership by exploring five interrelated themes:

- 1) Leadership as a system;
- 2) Leadership and authority;
- 3) Adaptive leadership and technical challenges;
- 4) Ethical Leadership;
- 5) Leadership and Followership from Above and Below

This class engages in an *advanced, in-depth examination* of the history of leadership by simultaneously exploring six case studies: The Mexican Revolution, the French Railways during and immediately after World War II, Title IX, the Mobilization of Black Female Household Workers, Korean “Comfort Women”, and Germany’s Reparations and Restitutions

Students read *multiple scholarly interpretations* of historians, sociologists, psychologists, cultural studies scholars, and writers. They participate in *regular in-class discussion activities, a class-wide project, and complete advanced writing assignments*, such as:

- Reading responses
- Reflection Papers
- Argument driven syntheses
- Short Research Project
- Class Simulation Activity

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students study leadership and its components in an advanced, upper-level course. They engage in a historical exploration of specific case studies, which highlight distinct models of leadership and followership. They consider how systems of leadership and followership are mediated by gender, class, race, ethnicity, and religion.

- Lectures are written based on cutting-edge historical scholarship that exposes students to various approaches and experiences
- Readings are drawn from recent literature and are diverse in nature: they include scholarship, letters, memoirs, speeches, podcasts, films, oral histories, and satirical writing
- Discussions (in-class) ask students to identify questions for discussion, describe context and content of source, and synthesize the gist of complex arguments and conflicting positions
- Written assignments are critical and synthetic in nature; they ask student to describe an issue, identify evidence, and synthesize in writing cumulative experiences with the material.

For example, when studying the history of the French railways during and after WWII, students

- Learn key facts, personalities, and events (identify)
- Read several scholarly and other approaches on it (identify)
- Listen to lecture, a podcast, and ask follow-up questions (identify and describe)
- Discuss this material in class (describe and analyze)
- Write a reflection paper on the topic (describe and synthesize)
- Write two reading responses on the topic (describe)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

Students taking this class

- read intensely (each class rests on primary and secondary source reading) and write regularly (there are weekly writing assignments);
- develop discussion and listening skills in weekly discussions and in our class-wide simulation exercise on Title IX;
- synthesize materials and integrate leadership lessons with historical narratives (ex: reflection of Keohane's *On Leadership* and Federman's *Last Train to Auschwitz*);
- reflect on the transferable critical thinking skills that come from engaging with a historical analysis of leadership (ex: writing assignment asking how readings of Kellerman's work on leadership and primary sources concerning the Mexican Revolution underscore certain characteristics of leadership or assignment concerning how Title IX shaped students' understanding of generative change)
- engage in a historical exploration of six specific case studies, which highlight distinct models of leadership and followership, and consider how systems of leadership and followership are mediated by gender, class, race, ethnicity, and religion.
- research and write a final research project concerning a topic of community belonging and change-making

## Specific Expectations of Courses in Citizenship

**GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will study diverse manifestations of citizenship in six different historical case studies: The Mexican Revolution, the French Railways during and immediately after World War II, Title IX, the Mobilization of Black Female Household Workers, Korean “Comfort Women”, and Germany’s Reparations and Restitution. Appreciate how these case studies provide an avenue for understanding leadership and followership as forms of service, belonging, and power. Analyze how these cases studies illuminate the ways in which power, belonging, and service are mediated by gender, religion, race, class, generation, and other factors. Analyze the political, socioeconomic, cultural, and everyday manifestations of citizenship in transnational communities.

linked topics: \* Leadership as a System \* Leadership v. Authority \* Ethical Leadership & Generative Change \*Leadership from Below

linked activities/assignments:

- Read and discuss Chen Zhang et al, “Why Capable People Are Reluctant to Lead” and Ruth Mandel, “Leadership Redefined: Authority, Authenticity, Power”
- Complete reading responses, which ask for analyses of specific passages concerning followership and participation
- Write a short reflection piece concerning definitions of citizenship that emerge when comparing readings by Zapata and Magón.

**ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will analyze and reflect on notions of leadership and followership in a global perspective through a study of the interactions among national and international organizations, various levels of government, local communities, and ordinary people in twentieth century global history. They will consider how notions of “effective” leadership have been used to shape public policy, higher education, institutional life, and corporate settings.

linked topics: \* Mexican Revolution \*French Railways \* Mobilization of Black Female Household Workers \*Title IX \*Korean “Comfort Women” \*Germany’s Reparations and Restitution

linked activities and assignments:

- Reading and discussion of Federman’s *Last Train to Auschwitz*
- Reading and discussion of McFall and Perkiss, *Changing the Game*
- Class-wide simulation of Title IX debates
- Writing assignment concerning French railways
- Reading and discussion of Nadsen’s, *Household Workers Unite*
- Complete reading responses, which ask for analyses of specific passages concerning how notions of ‘leadership’ have been used to shape public policy, higher education, institutional life, and corporate settings.

**GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.**

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will study leadership across geographical regions, socioeconomic status, and racial, ethnic, and religious background to understand conflicting ideas of diversity, equity and inclusion as both policy and lived experience.

linked topics: \* Mexican Revolution \*French Railways \* Mobilization of Black Female Household Workers \*Title IX \*Korean “Comfort Women” \*Germany’s Reparations and Restitution

Linked Activities/Assignments

- Read and discuss Nadsen’s *Household Workers Unite*
- Complete reading responses that include discussion of specific passages that highlight racial, religious, and class differences and diversity of lived experiences
- Read and discuss McFall and Perkiss, *Changing the Game*
- Final project that includes reflection and consideration of leadership and followership in a local setting

**2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will analyze and evaluate the history, political and social status, cultural identity, and activism of Jews, Muslims, African Americans, refugees, and disenfranchised laborers in the past and present.

Linked topics \* Mexican Revolution \*French Railways \* Mobilization of Black Female Household Workers \*Title IX \*Korean “Comfort Women” \*Germany’s Reparations and Restitution \* Leadership from Below \*Adaptive Change v. Technical Challenges \*Apologies and Apologizing

Linked Activities/Assignments:

- Read and discuss Zapata, Magon, Federman, and Na-Young Lee to address the place of historical responsibility in contemporary debates about violence
- Read and discuss Association of Black Women Historians, Bill Taylor, and Nadsen to discuss how concepts of justice, citizenship, difference, and leadership engage with structures of power and advocacy for social change
- Final project that includes reflection and consideration of leadership and followership in a local setting