NEW COURSE – OR –
REVISION TO EXISTING COURSE PROPOSAL

Please use this form to: **add a new course**, or to **revise the title or content of an existing course**, including changes to co-requisite and pre-requisite unit values.

Before you proceed, please review the approval process in advance and leave time for each involved person or committee to review the proposal.

**DATE:** April 6, 2007
**DEPARTMENT/SCHOOL:** Jacoby Center, College of the Pacific
**CONTACT PERSON:** Robert Benedetti
**PHONE:** 209-946-7478
**BLDG & ROOM NO:** Wendell Phillips Center, 242-3

---

**New Courses:** Please complete this entire section (items 1-18)

**Revisions to Courses:** Please complete items 1-4 and only those items 5-18 that are being revised.

1. Please complete **a. or b.**, not both.
   
   a. **New Courses:**
      
      - Proposed Course Subject/Number/Title/Prerequisites/Units (e.g., HIST 035: History of...: prerequisites - none: 4 units):
        
        JCTR 100: Leadership: Theory and Practice, **prerequisites**: admission into Certificate for Civic Leadership Program, 3 units

   For approval of new course numbers: Send the request to this email: registrar@pacific.edu. The request needs to include the department, the course title, and a suggested discipline & number. Please attach the email approving the new course number to this proposal.

   b. **Revision to Existing Course:**
      
      - Current Course Subject/Number/Title/Prerequisites/Units (e.g., HIST 035: History of...: prerequisites - none: 4 units):

      - Proposed new Course Subject/Number/Title/Prerequisites/Units (if applicable):

2. Please attach syllabus with all required elements, including course learning objectives, (see Faculty Handbook 11.7 for Syllabus requirements).
3. Please provide the copy as it is to appear in the catalog. This includes the course description, specific prerequisites, co-requisites, and any restrictions on registration (e.g., majors only). Note: Unless indicated here, a passing grade for a prerequisite course is considered a "D."

CATALOG COPY:
This course is a multidisciplinary introduction to the study of leadership and ethics, examining the relationships between leaders and followers, the circumstances which enable leadership to occur and the forces that shape leadership methods.

DEGREE AUDIT INFORMATION

4. Does this course satisfy undergraduate General Education requirements?
   [x] No ☐ Yes
   If yes, what area does it satisfy (e.g. IA)?

5. Was this course ever offered under a Special Topics number?
   [x] No ☐ Yes
   If yes, provide info below.
   However the course is planned to be taught under JCTR 193a should approvals be delayed

<table>
<thead>
<tr>
<th>Special Topics Subject/Course #</th>
<th>Last year taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course title</td>
<td></td>
</tr>
</tbody>
</table>

6. Does this course fulfill General Education or major requirements for your program?
   [x] No ☐ Yes
   If yes, then what area/requirement does it fulfill?

7. Does this course fulfill undergraduate minor requirements for your program?
   ☐ No [x] Yes
   If yes, then what area/requirement does it fulfill (e.g. upper division elective)?
   Core course for the Civic Leadership Minor

REGISTRATION INFORMATION

8. Units: 3

9. Grading options available to students who enroll (check all that apply):
   [x] Letter (A-F)
   ☐ Pass/No Credit
   ☐ Audit

10. Schedule Type (check all that apply):
    ☐ Lecture
    ☐ Lab
    [x] Discussion
    ☐ Seminar
    ☐ Research/Independent Study
    ☐ Thesis/Doctoral Project
    ☐ Internship, Co-op, Fieldwork
    ☐ Applied Music
    ☐ Studio Instruction
    ☐ On-line
    ☐ Activity Course
    ☐ Practicum
    ☐ Correspondence
    ☐ Other

11. Expected Enrollment: 25 (17 community enrollees and 8 undergraduates)
12. Is a special fee to be charged?
   □ No □ Yes
   If yes, list the charge and fee code:
   □ Per unit —or— □ Flat fee

RELATIONSHIP TO OTHER COURSES

13. Is this course cross-listed with others?
   □ No □ Yes
   If yes, which courses? In CPCE, same Course name and description
   Subject/Course #   Title
   Subject/Course #   Title
   Subject/Course #   Title

14. Course Similarities
   a. Is this course similar in content to course(s) in another school or department?
      □ No □ Yes
      If yes, which course(s)?
      Subject/Course #   Title
      Subject/Course #   Title
      Subject/Course #   Title
   b. If yes, how is this course distinctive?

15. Will other courses be deleted as a result of this proposal when this course is created?
   (Note: if course is still being taught in the future do not delete it here.)
   □ No □ Yes
   If yes, which course(s)?
   Subject/Course #   Title
   Subject/Course #   Title
   Subject/Course #   Title

16. Is the deleted course cross-listed with other courses?
   □ No □ Yes
   If yes, which course(s)?
   Subject/Course #   Title
   Subject/Course #   Title
   Subject/Course #   Title

17. What is the anticipated impact on resources (e.g., faculty, funds, facilities, library,
    technology, etc.) None. Courses will be taught in the Jacoby Center which has adequate
    resources.

18. Will University computer labs be needed?
   □ No □ Yes
   If yes, what software will be needed?
<table>
<thead>
<tr>
<th>Step</th>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DEPARTMENT CHAIR:</td>
<td>Robert Benedetti</td>
<td>April 6, 2007</td>
</tr>
<tr>
<td>2</td>
<td>CHAIRS OF OTHER INVOLVED DEPARTMENTS (if applicable):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CHAIR, SCHOOL/COLLEGE CURRICULUM COMMITTEE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>DEAN OF SCHOOL/COLLEGE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>GENERAL EDUCATION COMMITTEE (if applicable):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>DEAN OF THE LIBRARY:</td>
<td></td>
<td>4-19-07</td>
</tr>
<tr>
<td>7</td>
<td>DIRECTOR, EDUC. TECH. SERVICES (if computer lab, software needed):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>GRADUATE STUDIES COMMITTEE (if applicable):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>REGISTRAR:</td>
<td></td>
<td>4-30-07</td>
</tr>
<tr>
<td></td>
<td>ACADEMIC AFFAIRS COMMITTEE:</td>
<td></td>
<td>5/23/07</td>
</tr>
</tbody>
</table>
Leadership: Theory and Practice, JCTR 100  
Robert Benedetti, Dari Sylvester, Christine Tien, Roger Storey, Instructors  
Fall, 2008  
Thursday Evenings, 6-9 PM  

Preliminary Syllabus

This course will proceed on two levels. The first level provides participants a grounding in major theorists of leadership from multiple disciplines. The reading and discussion of these “great books” provides different ways of viewing the relationship between leaders and followers. The goal is mastery of several analytic approaches to the subject to given the student a set of tools for attacking problems as they arise in the workplace.

The second level provides participates several rubrics by which to diagnose and correct impediments to leadership in governmental and non-profit settings. This level focuses on the practical applications of theories to the here and now. In this regard, the course will be guided by a recent popular book on leadership: James Kouzes and Barry Posner, Leadership: The Challenge (San Francisco, CA: Jossey Bass, 2002).

In class discussion will focus on readings from original texts and from Jamee Kouzes and Posner. In both cases, the dialogue will be focused by short case studies. Participants will be challenged to apply theory, general and applied, to the cases and to compare the outcomes encouraged by different theories. The 3 short essays in the class will ask participants to compare the response of a set of theorists to a particular case. The final will ask students to apply all of the perspectives learned in the class to a single case and contrast responses.

Course Outline

**Week One/Two Reading:**

**An Integrated Theory of Leadership as a Power Relationship**
Robert Benedetti, Toward a Theory of Leadership and Power in the City (draft paper)

**Week Three/Four Reading:**

**The Personality of the Leader, Cognitive and Affective**

**CASE STUDY ANALYSIS:** In a five-seven page essay, suggest the ways that Goldman would advise leadership to respond to the situation depicted. Due: Sixth Week
Week Five/Six Reading  
*Vision and Ideology of the Leader*

Week Seven/Eight And Nine Reading: 
*The Leader’s Action Plan*
Machiavelli, *The Prince*

**CASE STUDY ANALYSIS:** In a five-seven page essay, compare the ways that Burns and Machiavelli would advise leadership to respond to the situation depicted. Due: Eleventh Week

Week Ten/Eleven Reading: 
*Leading an Organization*
Kouzer and Posner, “Enabling Others to Act” pp. 241-314

Week Twelve/Thirteen Reading: 
*Keeping Followers*
Kouzer and Posner, “Encourage the Heart”, pp. 315-382

**CASE STUDY ANALYSIS:** In a five-seven page essay, compare the ways that Gardner and Bailey would advise leadership to respond to the situation depicted. Due: Fourteenth Week

Week Fourteen/Fifteen Reading: 
*Ethics and Leaders*

Final Examination: How would you structure a strategic plan for the organization described in the case study? Be sure to follow the steps suggested by Bryson and to reference the insights of Goleman, Burns, Machiavelli, Gardner, Bailey and Coles. (Expected length: 15 pps).
Grade Calculations:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Case Study Analysis</td>
<td></td>
</tr>
<tr>
<td>Essay 1</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 2</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 3</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

This Class will be conducted under the University Honor Code as articulated in Tiger Lore.

Students with special needs should see the instructor at the beginning of the semester to discuss accommodations.