

Great or Terrible Leaders: You Decide!

Grades:	5th – 8th
Day (s) of Week:	Monday
Time of Class:	11:00 am – 12:30 pm ET
Length of Class:	10 Weeks
Semester:	Winter 2019
Tuition:	\$300.00

Instructor's Name:	Kirsten Bowman
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Description of Class:

By studying global historical leaders throughout time, this class aims to engage students to think about what leadership means and what traits or characteristics are needed to truly be a great leader.

What makes a good or bad leader? This course will be a mix of geography, economics, law and government, culture and history. We will be looking at all of these areas through the focused lens of leadership, with issues of social justice being discussed throughout.

The first class will introduce the concepts and focus on leadership qualities. A comparison of two very different leaders will be discussed and analyzed.

The second class will focus on government leaders, focusing on leaders who advanced systems of government for the people they led.

The third class will move to Military leaders. Students will have the chance to gain an understanding of geography and how countries have moved and changed through military leadership.

The fourth class will begin a focus on social justice in leadership, looking at leaders and the law, and then in the fifth class we will focus on non-violent leadership, continuing the theme in the sixth class, with a specific focus on gender and leadership.

In the seventh class we will look at social justice leadership from an environmental perspective, comparing leadership styles and the outcomes each leader was able to achieve.

In the eighth and ninth class we will study 20th century leaders who have led during war time. An in depth study into the leaders of WWII will take what we have learned during the class about

characteristics of strong leaders and apply them to the world powers at work during one of the world's greatest periods of upheaval. Students can truly analyze what makes good leadership in context.

The final class will be a wrap up and reflection class, as well as a chance for students to present their final project.

Class Approach:

The teacher gives no opinion but will provide many open ended questions for the students themselves to think in deeper terms about leadership and civics. The structure of the course will include some lecture, quite a lot of debate and discussion as well as group and individual activities designed to encourage a deeper understanding of the material. Most importantly, this course will require students to use critical thinking skills to develop their own thoughts and analysis of the material and to begin to feel confident in holding opinions that may differ from others in the class, understanding that each viewpoint is valid, but also understanding the importance of being able to back up their viewpoint with relevant information.

Goals:

The objective of this class is not only to learn about leadership and government, social justice, law, and various other civics oriented concepts, but it is also to have students critically examine these concepts and analyze what they themselves think about the information and the topic. The teacher gives no opinion but will provide many open ended questions for the students themselves to think in deeply about the material.

Textbook:

All readings and materials will be provided by the instructor

Additional Supplies/Resources Needed:

Students will need a notebook and pen or the ability to keep detailed notes on a computer file. They will also be required to complete a project for presentation at the end of the course. They may be creative in their presentation, but may want to, for example, use video or audio recordings, photos etc. This could require technical usage of equipment such as recording equipment (cell phone for example) or a camera (or camera phone).

Requirements:

There will be short readings to prepare for each class which should not take more than 20 to 30 minutes to complete. This class is interactive and the ability to participate in class discussions is a highly valued skill. There will also be a presentation by each student at the end of the course.

Weekly Homework:

Weekly homework will include 20 to 30 minutes of reading per week, a short essay which will be due at the halfway point of the course, plus steady effort and work through the 10 week period to complete a project presentation.

Homework Policy:

Weekly readings should be done before class. I do not necessarily strictly enforce that the readings be done, but it is important to recognize that I will not wait or slow the material for students who have failed to do the readings. This means, that if you want to achieve the greatest amount of learning from this course, it is necessary to read the assigned material prior to class. The midterm essay will be due on week 5. If a student has a problem completing the essay or the final project they can speak to me individually.

Evaluation:

Class Participation = 20%

Notebook work = 30%

Midterm essay = 20%

Final project and presentation = 30%

Grading Scale: Percentages/Grades

100-90:	A
89-80:	B
79-70:	C
69-60:	D
59-0:	No effort: F

Anticipated Weekly Course Schedule:

Winter 2019

Week	Topic
Week 1	Introduction and leaders comparison – George Washington and Nero
Week 2	Government – Pericles, Queen Victoria, Thomas Jefferson
Week 3	Military - Napoleon Bonaparte, Hannibal
Week 4	Social Justice and law – Hammurabi, Lincoln and JFK
Week 5	Non-Violent leadership – Gandhi, Dr. King, Malcolm X
Week 6	Social advocacy and gender – Elizabeth Cady Stanton, Sojourner Truth, Cesar Chavez and Delores Huerta
Week 7	Environmental leadership – Chief Joseph and Wangari Matthai
Week 8	WWII – Roosevelt, Stalin, Hitler, Churchill, Hirohito
Week 9	WWII – Roosevelt, Stalin, Hitler, Churchill, Hirohito cont.
Week 10	Project presentations and reflections