COURSE OUTLINE OF RECORD

Number: PEAC G230          TITLE: Leadership & Peacebuilding

ORIGINATOR: Farzane Farazdaghi          EFF TERM: Spring 2017
FORMERLY KNOWN AS:

CROSS LISTED COURSE:

SEMESTER UNITS: 3.0
HRS LEC: 54.0          HRS LAB: 0.0          HRS OTHER: 0.0
CONTACT HRS TOTAL: 54.0
STUDY NON-CONTACT HRS RECOMMENDED: 108.0

CATALOG DESCRIPTION:
This course teaches leadership concepts and skills, including psychological processes, conflict resolution and human development skills. It will help students become aware of their own leadership style and develop themselves to be innovators in their own life and the world at large. Psychological, physical and mental health aspects will be stressed. This course contains a required service learning component.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
Peace Studies

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[ ] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]

GE AND TRANSFER REQUIREMENTS MET:

IGETC Area 4: Social and Behavioral Sciences
    4G: Interdisciplinary, Social & Behavioral Sciences
CSU GE Area D: Social, Political, and Economic Institutions
    D7 - Interdisciplinary Social and Behavioral Science
CSU GE Area E: Lifelong Understanding and Self-Development
    E1 - Lifelong Understanding and Self-Development
COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Distinguish peaceful, nonviolent styles of leadership in contrast to destructive style.
2. Identify one's own leadership style in the context of peacebuilding
3. Demonstrate an understanding of civil and social responsibility, locally and globally
4. Demonstrate an understanding of the critical role of cultural diversity involved in leadership
5. Develop a generative language to communicate a culture of peace and service
6. Employ conflict management skills in effective leadership

COURSE OBJECTIVES:

1. Discover inner qualities to develop themselves as a leader and innovator in personal and societal settings
2. Practice generative language, that has the power to create new futures and construct vision.
3. Transform perspectives of disengagement to proactive, from resigned to inspired, and from frustrated to innovative by demonstrating motivated action.
4. Pursue critical self-understanding and develop the knowledge, skills, and attitudes necessary to relate and reconstruct student learning and self-development practices.
5. Develop strategies recognizing physiological, socio-cultural, and psychological aspects to employ a holistic awareness of lifelong learning throughout their lives.
6. Actively apply a developing, lifelong commitment to health for one's personal well-being (such as physical, financial, emotional, intellectual, spiritual, social/interpersonal, and/or environmental aspects) and social responsibility.
7. Develop themselves as responsible citizens, employees, employers, family members and advocates for a global society by discovering an authentic self, defining their values and leadership principles, identifying their motivations, building their support team, and valuing an authentic life.
8. Identify human behavior through nutrition; stress management; financial literacy; social and political relationships; environmental sustainability.

COURSE CONTENT:

LECTURE CONTENT:

I. Leadership is a Journey
   A. Leadership Theory

   B. Ethics involved in Leadership

   C. Leadership Skills and Integrity

   D. Being a leader Vs doing Leadership

   E. Discover the leader and innovator inside

   F. Generative Language of Leadership
II. Knowing the authentic Self
   A. Transforming from “I” to “We”
   
   B. Self Observation
   C. Practicing Values and Principles
   
   D. Distinguishing Conditioning and Habits
   E. Leading with Purpose and Passion

III. Challenges of Leadership
   
   A. Leadership and Cultural Sensitivity
   
   B. Group Dynamics
   
   C. Working With the Community
   
   D. Facilitating Cohesiveness
   
   E. Conflict Resolution
   
   F. Blinders that Stop Visionaries

III. Personal Management
   A. Managing Health and Stress (Physical and Emotional)
      
      1. Nutrition
      
      2. Mind and Body approach to health
3. Sustainable work ethic

B. Financial Wellbeing and the Myth about Money
C. Social Responsibility
D. Practicing Sustainability

E. Personality and Leadership Style

METHODS OF INSTRUCTION:

A. Lecture:
B. Field Experience:

INSTRUCTIONAL TECHNIQUES:

Lecture, video clips, powerpoints/prezi, interactive dialogues, group projects, service learning, student single/group presentations, technology surveys,

COURSE ASSIGNMENTS:

Reading Assignments

Students will have weekly reading assignments and complete exercises for the assigned books.

True North: Discover Your Authentic Leadership

Leadership is a Journey

A. The Journey of Authentic Leadership

Discover Your Authentic Leadership

A. Practicing Your Values and Principles
B. What Motivates You to be a Leader
C. Building a Support Team
D. Staying Grounded: Integrating Leadership to Your Life

Empowering People to Lead

A. Empowering Leadership with Purpose and Passion
B. Empowering People to Lead
C. Honing Your Leadership Effectiveness
Research Study
  A. Research Study on Development of Authentic Leaders

The Three Laws of Performance

Three Laws of Action
  A. Transforming an Impossible Situation
  B. Where is the Key to Performance?
  C. Rewriting a Future that's Already Written

Writing Assignments
  ● Students will be journaling and answer questions every week about different categories in their lives, i.e. (personal, economics, health, etc.) and relating it to the week's course material.
  ● Students will complete a personal development project. The project's focus is to transform one area in their life by strategizing a plan of action, incorporating concepts they have learned in the classroom, and tracking their progress through journaling.
  ● Students will have weekly reading assignments and complete exercises for the assigned book.

Out-of-class Assignments
  ● Conducting online research to trace the root cause of societal deficiencies and what solutions may already be in practice. The students must next connect with related organizations on how they can help contribute to their mission. The students must also analyze the results and determine what has not been addressed and how they can fulfill that vision.
  ● The students will present their case studies in the classroom and critique each other's work. Their final project will be submitted for grading afterwards.
  ● Students will organize a campaign focusing on an issue that has not been addressed. The students will enroll the community affected and create a bridge amongst individuals and outside organizations to create new stakeholders as a part of the service learning component.

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Written Assignments
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:
Students will apply their learned concepts and critically analyze a case study. Students will compare and contrast historical leadership styles and their outcomes. Students will analyze different leaderships and will engage in designing their own leadership solutions to a current issue.

Required Writing, Problem Solving, Skills Demonstration:
Students will demonstrate their learning outcomes by linking the concepts through written assignments and oral presentations, using critical thinking and compare and contrast skills.

TEXTS, READINGS, AND RESOURCES:
TextBooks:

**LIBRARY:**
Adequate library resources include:

**Comments:**

**Attachments:**
[Attached Files]