

GE CRITERIA APPROVAL FORM

Course Number and Title: **PSY 432. Seminar in Leadership (3)**

Faculty Member(s) Proposing Course: Kevin Volkan, CB Claiborne, Gregory Sawyer

Indicate which of the following categories would be satisfied by this course by marking an "X" on the appropriate lines.
Courses may be placed in up to two GE categories as appropriate. Upper Division Interdisciplinary GE courses may be placed in two categories plus the UDIGE category.

	A1: Oral Communication
	A2: English Writing
	A3: Critical Thinking
	B1: Physical Sciences
	B2: Life Sciences
	B3: Mathematics
	B4: Computers and Technology
	C1: Fine Arts
	C2: Literature
	C3: Languages & Cultures
X	D: Social Perspectives
X	E: Human Psychological & Physiological Perspectives
X	Upper Division Interdisciplinary GE

Lab Included? Yes _____ No X _____

Please provide a brief explanation of how the proposed course meets each of the criteria for the selected General Education categories.

Category D:

Promote understanding of how the issues relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience

This course will use case histories that exemplify issues encompassing economic, psychological, and social realities from a variety of contemporary situations. Each of these case histories will present unique aspects of the human experience. In addition, students will also study the leadership literature which will include studies from the fields of business, psychology, sociology and communications. This literature will give students breadth and depth in intellectual components of these issues.

Focus on how a social science discipline conceives and studies human existence

This course will explore human existence from the standpoint of leader-follower and primate dominance hierarchies beginning with evolutionary and sociobiological viewpoints. The course will also consider human existence from a psychological point of view - specifically how early psychological developmental influence later leadership characteristics.

Address issues using the methods commonly employed by a social science discipline.

This course will expose students to common social science research methodologies, both quantitative and qualitative. These methods will range from quasi-experimental quantitative studies to qualitative case-histories.

Category E

Focus on some aspect of human physiology, psychology, health, or physical activity.

This course will explore the relationship of personal psychology to leadership. Topics to be covered include both healthy and pathological leaders, the role of narcissism, group psychopathology, and charisma.

Promote an understanding that humans, as physiological and psychological beings, exist and live in a social and physical environment.

This course will consider the personal psychology of leadership as it plays out in a variety of settings, including small and large groups, and different physical environments, including challenging environments (e.g. the Antarctic).

Upper division interdisciplinary

Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines

The study of leadership is an interdisciplinary endeavor involving business, communications, psychology and sociology. In this course, the interplay of these fields will be explored. For example, to explain the characteristics of leaders, students will first learn the personality dynamics involved in leader-follower relationships and communication, these relationships will then be explored as they manifest in small and large groups, as well as in business environments. Also, students will engage in case studies which will examine how interdisciplinarity plays out in the real world. Finally the students will apply these interdisciplinary experiences to their own lives via the creation of a co-curricular portfolio which links the interdisciplinary themes of the class to the other activities they are engaged in on campus.

Include substantive written work consisting of in-class writing as well as outside class writing of revised prose.*

Students will be required to write a final paper, create a written version of an in-class presentation, and complete a written co-curricular portfolio.