

Brescia University College
Religious Studies 2290F

Fall 2011

Spirituality and Leadership

Time:	Tuesday: 10:30 - 11:30 Thursday: 9:30 - 11:30	Location: MRW 153
Course Director:	Dr. Theresa O'Donovan	Office: 177
Phone Number:	432-8353 (ext: 28243)	Office Hours: Mon. 12:30-1:30; Tues. 11:30-12:30; Thurs. 11:30 - 12:30 (or by appointment)
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If we don't change direction we're going to end up where we're headed!

Course Description:

Spiritual visions and values guide the actions of many individuals who provide leadership that inspires others to work for social change. This course examines the interface between spirituality and leadership in the lives of a wide range of people and movements from ancient times to the 21st century. Religious figures such as Angela Merici, the founder of the Ursulines, will be considered alongside contemporary celebrities such as Oprah, activists such as Judy Rebick, leading environmentalists and a number of people whose names do not regularly appear in print but who have made a significant difference in their own communities.

The course will focus primarily on spiritually engaged individuals and movements working for social change around issues such as war and peace, poverty, environmental degradation and violence against women with a view to understanding the complexities of these issues and analyzing the models of leadership and strategies used to address them. It will also consider the dark underside of the pairing: individuals and movements using religion/spirituality in ways that violate the rights of others.

The course also has a personal dimension. It will offer the opportunity for students to explore their own spirituality and the paths it has set them on. Leaders are not only other people whose abilities are greater than our own. Recognizing our own potential and the ways in which we are *already* leaders will help us participate in the mission of Brescia: "to think critically and to participate actively in society ... [and to] lead with wisdom, justice and compassion in a changing world."

3 hours, .5 course

Course Requirements:

1. Participation	10%	
2. Two Response Papers	15%	
3. Response Paper & Class Discussion	15%	
4. Paper and Presentation	25%	
5. December Exam	35%	(25% for students enrolled in 2192G)

Required Texts:

- King, Ursula. *The Search for Spirituality: Our Global Quest for a Spiritual Life..* Ottawa: Novalis, 2008.

- Religious Studies 2191 Course Pack

- Online Readings (WebCT)

Description of Requirements:

Participation (10%)

The course is set up as a forum for discussion and interaction amongst us. It assumes a collaborative, participatory model of learning, whereby we all contribute to each other's understanding of the material under consideration.

Evaluation of your participation will be based on your attendance at class; frequency and clarity of your oral contributions (i.e., are you making an effort to contribute to class discussions? Is it evident that you have prepared for class?); and knowledge of the reading material and your ability to grasp its central themes (i.e., how carefully and critically did you read?).

Response Papers (15%)

These two papers are 3-4 page responses to assigned readings. While you must include a brief summary, your reflection must also show your **interaction** with the readings. Such interaction may include questions or challenges raised by the author and/or your own questions and challenges arising from the readings. Focus on one reading, and use other readings, class discussions, and your own experience to put that reading into perspective.

A typical response will follow this pattern:

- ▶ A summary of the reading you chose. What is the main point of the reading? What evidence or argument does the author offer to support it?
- ▶ Some analysis of how other readings and class discussions relate to your central reading.
- ▶ What is your understanding of the issue? What new things did you learn? What questions or issues were raised for you by the readings?
- ▶ Concluding remarks

1 st paper due on or before Oct. 4

2 nd paper due on or before Nov. 15
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Response Paper & Class Discussion (15%)

This assignment requires the writing of a response paper to a particular reading, as described above, and leading a class discussion on that reading (approximately 20 minutes). The purpose is to highlight significant aspects of the reading and facilitate further thinking and discussion about it amongst class participants. Please sign-up for a reading in consultation with the instructor early in the course. Feel free to approach this task creatively, as in including an activity related to the topic.

Leading the discussion does not simply entail a reading of your response paper and posing questions to classmates. Please give a general overview of the content of the article you have chosen, then provide the class copies of a page on which you have summarized 4 or 5 significant issues addressed in the article. These will constitute the points to be discussed. It will help focus the discussion if you provide some direct quotations from the article.

Due on date of reading selected.

Paper & Presentation (25%)

There are a number of options here. One is to research and present an individual or group working for positive change in the world. What model of leadership do they embrace? What visions and values guide them? To what degree are they effective, inspirational, counter-cultural? What challenges did they face and how did they meet them? How do aspects of particular articles read for class apply to them? Examples are people such as Maude Barlow, Stephen Lewis, and Wangari Maathai. Please note that one purpose here is to provide the opportunity for new learning, hence research on people who have been much studied is not an option (e.g., Mother Teresa, Gandhi, Martin Luther King Jr.)

A second option is to analyse a movie, answering the same questions raised above. Possibilities here are films such as Norma Rae, Amazing Grace, and The Secret Life of Bees. Please feel free to propose other possibilities to the course instructor.

A third option is to follow your passion. Take an issue you care deeply about and imaginatively take leadership around it. What do you hope to accomplish? Who will you work with and how will you proceed? What are the inner and outer resources which will sustain you. How will you inspire others to share your passion and effect change? In your paper you should refer to aspects of particular articles read for class to provide rationale for at least some of what you propose. Please consult with the instructor to discuss your ideas prior to embarking on the project.

December Exam (35%) (25% for those enrolled in 2192G)

Short answers and essays.

The use of electronic devices is not permitted at the final exam.

Instructional Objectives:

Upon successful completion of this course, students will be able to:

- ▶ demonstrate a critical understanding of the global issues propelling the contemporary and growing interest in “spirited leadership”
- ▶ distinguish among a variety of definitions of leadership and spirituality and discuss their implications
- ▶ trace paradigm shifts in both spirituality and leadership
- ▶ assess the pairing of spirituality and leadership – passing fad or our best hope?
- ▶ recognize authentic leadership in peers, relations, community and world leaders
- ▶ reflect on their own spiritual awareness and resources in relation to leadership situations in which they find themselves
- ▶ uncover and critique personal beliefs and assumptions about what it means to live and lead with spirit.

General Expectations:

1. Deadlines: Deadlines are firm, and must be met. Absence from class on the day work is due does not constitute an extension. Any extension must be negotiated with the instructor prior to the due date. Any work submitted after the due date for which you have not followed this procedure may be penalized at five (5) percent per day.

It is particularly important that presentation dates are honoured. Failure to present on the specified date will be penalized by not less than 35%.

A medical accommodation for work valued at less than 10% of your total grade can be established with your instructor. For all other cases, please refer to Western's policy regarding "Medical Accommodation Policy," available at <https://studentservices.uwo.ca/secure/index.cfm>.

2. Academic Integrity: One operative assumption of this course, as with all university courses, is that all work you submit for marking will be **your** work. You must **properly cite all the sources** from which you gather your ideas and phrasing, and not only the directly quoted material.

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar, available at <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Plagiarism may be penalized with a failing grade in the assignment and an offence record that will be held in the Dean's office.

3) Academic Style: There are a number of acceptable styles of documentation: Chicago, MLA and APA. The MLA (Modern Language Association) style is preferred for this course.

4) Inclusive Language: Please use non-sexist, non-discriminatory language in your writing. Language that reinforces sexism, racism, ethnic bias, homophobia, or other forms of prejudice and discrimination should not be used. Some general points: In English, there is a tradition of using male terms to refer to the whole human population: “man,” “mankind,” “he,” and “his” are often employed in the generic sense. Since these terms refer also to exclusively male populations, using the same term for the two different meanings is ambiguous. Be specific: if you mean all people, males and females, say so. Instead of man/mankind, use humanity, human beings, human race, people, person(s), individual(s), men and women, women and men.

5) A Respectful Learning Environment: A respectful learning environment is a collective responsibility. We will listen to each other with openness and consideration, respecting individual differences and honouring each person’s right to hold her or his own beliefs. This does not preclude discussion and/or disagreement, but does call for a considerate sharing of opinions and ideas.

6) Grading: Grading will be based on the extent and quality of research; on the imagination and critical judgment shown in papers, presentation and on the exam.

- A Outstanding: Beyond a thorough grasp of required texts and lectures, shows ability to relate material to life and to other subject areas and to form a personal synthesis; shows good critical judgment in area; very good oral and written expression.
- B Superior/Good: Accurate grasp of required texts and lectures; shows critical judgment, good speaking and writing skills.
- C Satisfactory: Adequate grasp of required texts and lectures in essentials.
- D Unsatisfactory/Poor

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations document-ation stating simply that the student "was seen for a medical reason" or "was ill" is **not** considered adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2011/pg117.html>.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html.

The University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

September

Tues			Thurs		
	Topic and Readings	For Discussion		Topic and Readings	For Discussion
			Sept. 8	Introduction	
Sept. 13	Spirituality • King, Chapter 1		Sept. 15	Spirituality • Spiritual Literacy, 17-39 (CP)	
Sept. 20	Leadership & Spirituality Why This? Why Now? • Wheatley, “Leadership in Turbulent Times is Spiritual (WebCT) • Yasuno, “The Role of Spirituality in Leadership for Social Change” (WebCT)	Yasuno, “The Role of Spirituality in Leadership for Social Change”	Sept. 22	Leadership & Spirituality Why This? Why Now? • Macy, “To Choose Life” (CP) • Starhawk, “The Institutions of Globalization” and “Hermana Cristina’s Well” (WebCT)	Starhawk, “The Institutions of Globalization” and “Hermana Cristina’s Well”
Sept. 27	Spirituality as Ideal and Practice • King, Chapter 2		Sept. 29	Spirituality as Ideal and Practice • Rebick, “The Political is Personal” (CP) • The Oprah Phenomenon (CP)	Rebick, “The Political is Personal”

October

Oct. 4	Spirituality in a Global World		Oct. 6	Spirituality in a Global World	
	<ul style="list-style-type: none"> • King, Chapter 3 <p style="text-align: center;"><u>Response paper due</u></p>			<ul style="list-style-type: none"> • Spears, “Servant Leadership and the Greenleaf Legacy” (CP) • Western, “Eco-Leadership” (CP) 	Spears, “Servant Leadership and the Greenleaf Legacy”
Oct. 11	Spirituality and Interfaith Dialogue		Oct. 13	Spirituality and Interfaith Dialogue	
	<ul style="list-style-type: none"> • King, Chapter 4 			<ul style="list-style-type: none"> • Stewards of the Earth: The Growing Religious Mission to Protect the Environment (WebCT) 	Stewards of the Earth
Oct. 18	Spirituality within Life’s Dance		Oct. 20	Spirituality within Life’s Dance	
	<ul style="list-style-type: none"> • King, Chapter 5 			<ul style="list-style-type: none"> • Spiritual Literacy, 367-383 (CP) 	
Oct. 25	Spirituality, Education, and Health		Oct. 27	Spirituality, Education and Health	
	<ul style="list-style-type: none"> • King Chapter 6 			<ul style="list-style-type: none"> • “Exploring the Effects of Mindfulness Meditation on Health, Well-Being and Spirituality” (WebCT) 	“Exploring the Effects of Mindfulness Meditation”

November / December

Nov. 1	<p style="text-align: center;">Spirituality & Gender</p> <ul style="list-style-type: none"> • King, Chapter 7 		Nov. 3	<p style="text-align: center;">Spirituality & Gender</p> <ul style="list-style-type: none"> • Townes, “A Womanist Perspective on Spirituality in Leadership” (WebCT) • Ngunjiri, Women’s Spiritual Leadership in Africa (CP) 	Ngunjiri, Women’s Spiritual Leadership in Africa
Nov. 8	<p style="text-align: center;">Spirituality, Nature, and Science</p> <ul style="list-style-type: none"> • King, Chapter 8 		Nov. 10	<p style="text-align: center;">Spirituality, Nature, and Science</p> <ul style="list-style-type: none"> • Sisters of the Earth, 1-12; 37-42 (CP) • Cowan, “Embedded Spirituality” (WebCT) 	Cowan, “Embedded Spirituality”
Nov. 15	<p style="text-align: center;">Spirituality, The Arts, and the Planet</p> <ul style="list-style-type: none"> • King, Chapter 9 <p style="text-align: center;"><u>Response paper due</u></p>		Nov. 17	<p style="text-align: center;">Spirituality, The Arts, and the Planet</p> <ul style="list-style-type: none"> • Painter, “The Relationship Between Spirituality and Artistic Expression” (WebCT) • Jacoby & Ji, “Artists as Transformative Leaders for Sustainability” (CP) 	Jacoby & Ji, “Artists as Transformative Leaders for Sustainability”
Nov. 22	<p style="text-align: center;">Spiritualities for Life</p> <ul style="list-style-type: none"> • King, Chapter 10 		Nov. 24	<p style="text-align: center;">Spiritualities for Life</p> <ul style="list-style-type: none"> • Declaration Toward a Global Ethic (WebCT) 	

Nov. 29	What We Want • Starhawk, “Spirit and Action” (WebCT)		Dec. 1	What we Want • Starhawk, “What We Want” (WebCT)	Starhawk, “What We Want”
Dec. 6	Wrap up and Review				

Schedule subject to change