

Brescia University College
Religious Studies 2291G

Spring 2012

Spirituality and Leadership II

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. In this course students examine the interface between spirituality and leadership in the lives of a wide range of people and movements working for transformative change around issues such as war and peace, poverty, food distribution, gender disparities and environmental degradation. This second part of the course will focus on specific initiatives that are enlivening individuals and communities around the world.

The course also has a personal dimension. It will introduce students to a variety of spiritual practices, offering them the opportunity to explore their own spirituality and the paths it has set them on. Inner-work can help us better embrace the outer-work to which we are called. Vaclav Havel has written that "The salvation of this human world lies nowhere else than in the human heart... Without a global revolution in the sphere of human consciousness, nothing will change for the better ... and the catastrophe toward which this world is headed – be it ecological, demographic, or a general breakdown of civilization – will be unavoidable." It is up to us to help avert catastrophe. If we don't change direction we're going to end up where we're headed!

Leaders are not only other people whose abilities are greater than our own. By analyzing the spirited leadership of others and recognizing our own potential and the ways in which we are *already* leaders we embrace Brescia's mission: "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. Response Paper & Class Discussion	15%
3. <i>Walk Out, Walk On</i> Chapter Guide	15%
4. Journal Entries: Notice What you Notice	15%
5. Finding Personal Purpose	20%
6. Final Reflective Paper	25%

Required Texts:

- Wheatley, Margaret, and Deborah Frieze. *Walk Out Walk On: A Learning Journey into Communities Daring to Live the Future Now*. San Francisco: Berrett-Koehler Publishers, 2011.
- Religious Studies 2191G 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 Paper & Class Discussion (15%)

This 3-4 page paper is a response to one of the assigned articles. 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

The purpose of the discussion portion of the assignment is to highlight significant aspects of the reading and facilitate conversation 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 3 or 4 significant issues addressed in the article. These will constitute the points to be discussed. It will help focus the discussion if you include some direct quotations from the article.

Due on date of reading selected.

Walk Out, Walk On Chapter Guide (15%)

Your task here is to guide the class through one of the chapters from *Walk Out, Walk On*. As with the assignment above, prepare a brief summary of the chapter, and provide the class with copies of a page on which you have summarized 3 or 4 significant issues addressed. These will constitute the points to be discussed.

For the written portion of this assignment (3-4 pages), explain in detail why you considered these issues as particularly significant. How might two of them be relevant to your own personal or professional life? In other words, how might the issue / proposal / technique be applied to your own life and circumstances?

Due on date of chapter selected.

Journal Entries: Notice what You Notice (15%)

A major goal of this course is to encourage class participants to identify and nurture the intersection of spirituality and leadership as it is manifest in their own lives. Journal-writing and personal reflection serve that end.

Margaret Wheatley, a well known author and facilitator on leadership and social change, has articulated “Four Steps to Change the World.”

1. Notice what you notice. It is what you care about. We are all attracted to different issues. What “bugs” you, is tapping you on your shoulder to get your attention, say “YES!”
2. Get started. Begin conversations. Talk to friends about your issues. Proceed until apprehended.
3. Learn as you go; make it up as you go along.
4. Stay together. Notice and attend to relationships; we live in a network of relationships. Relate with compassion, forgiveness and generosity.

http://www.globalfacilitators.org/news/news_jun07.pdf

This assignment focuses on the “Notice what you notice” of these steps. On the Thursday class of any seven weeks, please submit a 1-2 page commentary on something that caught your imagination from the readings or class discussion. What tapped you on your shoulder to get your attention? Why? What might you do about it? How is the insight applicable to you as a leader in your own personal experiences and employment setting? Alternatively, you can write about something that caught your attention outside of class, but please relate it back to course material. The objective here is to enhance mindfulness, to stay in the moment and reflect more deeply on whatever it is that is you truly care about.

Finding Personal Purpose (20%)

This assignment asks you to reflect on each of the nine markers that can point the way on your path to personal purpose as articulated by Juana Bordas in “Power and Passion: Finding Personal Purpose” (Course Pack).

These markers, or cairns, as Bordas refers to them, are as follows:

1. Call your purpose; listen for guidance.
2. Find a sacred place.
3. See time as continuous; begin with the child and move with the present.

4. Identify special skills and talents; accept imperfections.
5. Trust your intuition.
6. Open the door when opportunity knocks.
7. Find your passion and make it happen.
8. Write your life story; imagine a great leader.
9. Honor your legacy, one step at a time.

After reading the article, begin to reflect on each of the markers. As appropriate, write about your understanding of the particular cairn; how it has already been manifest in your life or how you would like it to; the insights you gained as worked through an exercise, etc. Submissions for each of the nine markers should be *at least* one page in length. While the final product is due on the last day of class, your work on the markers should proceed throughout the term. This activity is most personally valuable when you take the necessary time to ponder and dream.

In order to ensure that you are on track with this assignment and working on it as the term progresses, please submit your work to date on February 9th and March 15th for feedback and suggestions.

Final Reflective Paper (25%)

A series of questions for reflection will be distributed on the last day of class. They will provide you the opportunity to articulate significant insights you have gained from the class and your ongoing commitment to carry them forward into the future. Your 7-10 page responses should be submitted within two weeks of the last day of the course.

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”
- ▶ 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
- ▶ describe global initiatives that are enlivening individuals and communities with a view to inspiring others to believe that change *is* possible.
- ▶ identify and nurture the intersection of spirituality and leadership as it is manifest in situations in which they find themselves
- ▶ explore ways to lead from the inside out through the cultivation of spiritual practices

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.

January

Tues			Thurs		
	Topic and Readings	For Discussion		Topic and Readings	For Discussion
Jan. 10	Introduction		Jan. 12	Introduction • Wheatley, “What is our Role in Creating Change?” (Course Pack - CP) • A New Year’s Ritual	
Jan. 17	• Astin, “Some Thoughts on the Role of Spirituality in Transformational Leadership” (WebCT)	• Astin, Spirituality & Transformational Leadership	Jan. 19	• Bordas, “Power and Passion: Finding Personal Purpose” (CP) • Horwitz, The Spiritual Activist: Practices (CP)	• Howritz, The Spiritual Activist: Practices (CP)
Jan. 24	• Walk Out, Walk On, 1-17		Jan. 26	• Walk Out, Walk On, 20-48 • O’Donovan, “Writing as a Spiritual Practice” (WebCT)	• Walk Out, Walk On, 20-48
Jan. 31	• Interview with Wangari Maathai (WebCT)	• Interview with Wangari Maathai			

February

			Feb. 2	<ul style="list-style-type: none"> • Walk Out, Walk On, 50-72 • Kabat-Zinn, Wherever You Go, There You Are: Mindfulness Meditation In Everyday Life (CP) 	• Walk Out, Walk On, 50-72
Feb. 7	<ul style="list-style-type: none"> • Brussat, Spiritual Literacy: Play (CP) • O'Donovan, "The Order of Things" (WebCT) 		Feb. 9	<ul style="list-style-type: none"> • Walk Out, Walk On, 74-100 <p style="text-align: center;"><i>Please submit work-to-date on Finding Personal Purpose</i></p>	• Walk Out, Walk On, 74-100
Feb. 14	• Bekker, "The Turn to Spirituality and Environmental Leadership" (CP)		Feb. 16	<ul style="list-style-type: none"> • Rebick, "Ubuntu: We are People through Other People" (CP) • Horwitz, The Spiritual Activist: Ritual (CP) 	• Rebick, "Ubuntu"

Feb. 20-24: Reading Week

Feb. 28	• Das, "Creativity and Spirituality" (WebCT)	• Das, Creativity and Spirituality			
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March / April

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Mar. 6	<ul style="list-style-type: none"> • Interview with Vandana Shiva (WebCT) • Vandana Shiva on the global food crisis http://www.youtube.com/watch?v=6KfvYjZ5fyw 	• Interview with Vandana Shiva	Mar. 8	• Walk Out, Walk On, 130-159	• Walk Out, Walk On, 130-159
Mar. 13	• O'Donovan, "Writing out the Wise Woman Within" (distributed in class)		Mar. 15	• Walk Out, Walk On, 160-187 <i>Please submit work-to-date on Finding Personal Purpose</i>	• Walk Out, Walk On, 160-187
Mar. 20	• Yunus, "From Microcredit to a World Without Profit?" (WebCT)	• Yunus, "From Microcredit to a World Without Profit?"	Mar. 22	• Fierce Light (video)	
Mar. 27	• Fierce Light (continued)		Mar. 29	• Snow, "Spiritual Practice in Daily Life" (CP)	
April 3	• Snow, "Spiritual Practice in Daily Life" (continued)		April 5	• Walk Out, Walk On, 218-227	
April 10	Wrap up and Review				

Schedule subject to change