

Brescia University College
Religious Studies 2288E
2013-2014

Spirituality and Leadership

Time:	Monday: 4:30 - 5:30 Wednesday: 3:30 - 5:30	Location: MRW 152
Course Director:	Dr. Theresa O'Donovan	Office: 177
Phone Number:	432-8353 (ext: 28243)	Office Hours: Mon. 3:20-4:20 Tues. 3:20-4:20; Wed.. 2:20-3:20 (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 poverty, gender disparities, environmental degradation, and dominant cultural norms. We will work toward understanding the complexities of these issues and analyze the models of leadership and strategies used to address them.

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, 1.0 course

Course Requirements

1. Participation	10%
2. Response Papers & Class Discussion (2)	20%
3. Journal Entries: Notice What you Notice (3)	10%
4. Paper and Presentation	20%
5. <i>Walk Out, Walk On</i> Chapter Guide	15%
6. Final Reflective Paper	25%

Required Texts:

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

• 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 2288E Course Pack

• Online Readings (OWL)

Description of Requirements:

1. Participation (10%)

The course is set up as a forum for discussion and interaction among 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?).

2. Response Papers & Class Discussion (20%) – One in the Fall Term, the other in the Spring

This assignment requires the writing of a response paper to a particular reading 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. The articles available for student-led discussion are noted under the “For Discussion” column of the calendar.

Paper portion:

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? Consider questions such as these: What new things did you learn? What questions or issues were raised for you by the reading? With what do you disagree? What especially peaked your interest?
- ▶ Concluding remarks

Discussion Portion:

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, and 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. Feel free to approach this task creatively, as in including an activity related to the topic.

3. Journal Entries: Notice what You Notice (10%)

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,” the first of which is “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!’”

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

What issues consistently get your attention? Which ones make you angry? Which ones get you excited?

Have you glimpsed or experienced a future that inspires and motivates you?

Who do you want to be for this world? What is the contribution you hope to make?

Are you willing to risk being changed by this journey?

Walk Out, Walk On, 14.

On any three days (at least one the first term) please submit a 2-3 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.

4. Paper & Presentation (20%) – Fall Term

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, Samantha Nutt and Aung San Suu Kyi. 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 good resource to consider here is the Website on Spirituality and Practice (A link can be found on OWL).

A third option is to review a book that focuses on spirituality and leadership. This will consist of a summary of the book, its guiding values and principles, and your own assessment of it. Is it convincing? Helpful? Consider also how the book relates to readings we have done – is it in line with certain of them? Does it offer some perspective not yet considered in class? Many such books have exercises or questions for reflection. Please feel free to engage the students in some of them as you think is appropriate.

Some possibilities:

Benefiel, Margaret, *The Soul of a Leader: Finding Your Path to Fulfillment and Success*. New York, NY: Crossroad Pub. Co., 2008.

Chopra, Deepak, *The Soul of Leadership: Ununlocking Your Potential for Greatness*. New York: Harmony Books, 2010.

Lederach, John Paul. *The Moral Imagination: The Art and Soul of Building Peace*. New York: Oxford University Press, 2005.

Palmer, Parker. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass, 2000.

Schaaf, Kathe, ed., *Women, Spirituality, and Transformative Leadership: Where Grace Meets Power*. Woodstock, VT: SkyLight Paths Pub., 2012.

Wheatley, Margaret. *Turning to One Another: Simple Conversations to Restore Hope to the Future*, 2nd ed.. San Francisco: Berrett-Koehler Publishers, 2009.

A fourth option is to GET CREATIVE. Examine how a selection of Children’s Books explore some of the themes we have covered in class, for instance. Write your own “Alphabet of Spiritual Literacy.” The possibilities are endless. A written component explaining your project should accompany the creative portion. Please discuss your idea with the course instructor before beginning this option.

5. 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*. Please 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 (4-6 pages), please provide a brief summary of the chapter, then explain in detail why you considered the issues identified 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?

6. Final Reflective Paper (25%)

A series of questions for reflection will be distributed in the last week of the course. These questions provide you the opportunity to articulate your understanding and synthesis of course content, and significant insights you have gained. Your 8-10 page responses should be submitted within one week of the last day of the course.

The paper will be assessed using the following criteria: accurate representation of the concepts addressed in the course, clarity, depth of thoughtful reflection, and breadth of material presented.

Course Rationale and Instructional Objectives:

According to Helen Astin, “many of the problems and challenges that face our society, and the world – global warming, religious and ethnic conflict, the misdistribution of wealth and opportunity ... and the increasing ineffectiveness of government... [can be seen] as problems of leadership. [These] problems are not likely to be solved by traditional hierarchical approaches that emphasize individualism, competitiveness, and materialism.” An alternative model of transformative leadership must be found.

Transformative leadership is variously referred to as spirited or spiritual leadership, eco-leadership, servant-leadership, etc. Whatever the variant, they tend to share at least some of the premises of leadership for social change articulated by Austin:

- ◆ Leadership is concerned with fostering change in contrast to the notion of management which suggests preservation or maintenance
- ◆ Leadership is inherently value-based since it is intentional and purposive
- ◆ Since efforts to initiate change can come from anyone in the institution, all people are potential leaders
- ◆ Leadership is a group process, a collective effort, rather than the actions of a single individual.

Helen Astin, “Some Thoughts on the Role of Spirituality in Transformational Leadership.”
Spirituality in Higher Education Newsletter 1:4 (October 2004): 2.

The purpose of this course is to introduce students to emerging models of spiritual leadership, to encourage them to critique deficiencies in many traditional form of leadership, and to embrace the idea that they themselves can be and are intentional and purposive leaders.

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

- ▶ critique specific examples of traditional hierarchical approaches to leadership that emphasize individualism, competitiveness, and materialism.
- ▶ 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
- ▶ distinguish among a variety of definitions of leadership and spirituality and discuss their implications
- ▶ articulate an understanding of the nature and meaning of leadership in the context of community change – what it is, what it requires

- ▶ recognize authentic leadership in peers, relations, community and world leaders
- ▶ describe global initiatives that are enlivening individuals and communities and inspiring others to believe that change is possible
- ▶ identify and nurture the intersection of spirituality and leadership as it is manifest in their own lives
- ▶ 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) University-wide grading scales:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

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.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>. If it is not possible to have an SMC completed by the attending physician/nurse practitioner, 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 documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** 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://westerncalendar.uwo.ca/2013/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.

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.

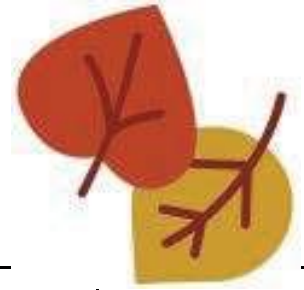
7. SUPPORT SERVICES

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 Western Registrar's website is at <http://www.registrar.uwo.ca/index.html>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.

Fall Term - 2013

September



Mon.			Wed.		
	Topic and Readings	For Discussion		Topic and Readings	For Discussion
Sept. 9	Introduction		Sept. 11	Spirituality • King, Chapter 1	
Sept. 16	Spirituality • Spiritual Literacy, 17-39 (Distributed by Instructor)		Sept. 18	Leadership & Spirituality Why This? Why Now? • Wheatley, “Leadership in Turbulent Times is Spiritual (OWL) • Yasuno, “The Role of Spirituality in Leadership for Social Change” (OWL)	 • Yasuno, The Role of Spirituality in Leadership for Social Change
Sept. 23	Why This? Why Now? • Macy, “To Choose Life” (Course Pack - CP)		Sept. 25	Why This? Why Now? • Starhawk, “The Institutions of Globalization” and “Hermana Cristina’s Well” (OWL)	 • Starhawk, Hermana Cristina’s Well

Sept. 30	Spirituality as Ideal and Practice • King, Chapter 2				
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October

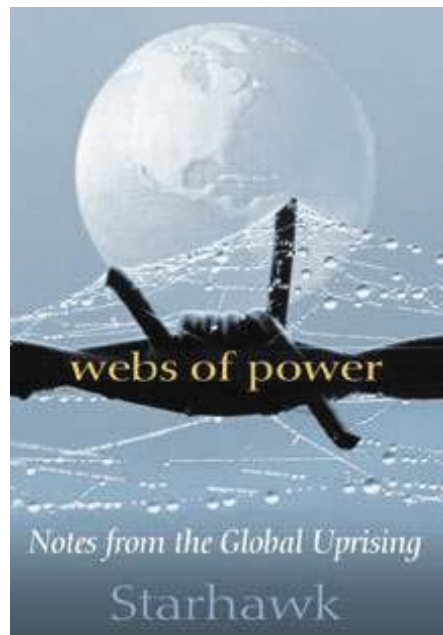
			Oct. 2	Spirituality as Ideal and Practice • Spears, “Servant Leadership and the Greenleaf Legacy” (CP) • Rebick, “The Political is Personal” (CP)	• Spears, Servant Leadership OR • Rebick, The Political is Personal
Oct. 7	Spirituality in a Global World • King, Chapter 3		Oct. 9	Spirituality in a Global World • Western, “Eco-Leadership” (CP)	• Western, Eco-Leadership
Oct. 14	Thanksgiving		Oct. 16	Spirituality and Interfaith Dialogue • King, Chapter 4 • Stewards of the Earth: The Growing Religious Mission to Protect the Environment (OWL)	• Stewards of the Earth

Oct. 21	Spirituality within Life's Dance • King Chapter 5		Oct. 23	Spirituality within Life's Dance • Spiritual Literacy, 367-383 (Distributed by Instructor)	• Spiritual Literacy
Oct. 28	Spirituality, Education and Health • King Chapter 6 • “Exploring the Effects of Mindfulness Meditation on Health, Well-Being and Spirituality” (OWL)	• Exploring the Effects of Mindfulness Meditation	Oct. 30	Spirituality, Education, and Health • Sheldrake, “Spirituality and Healthcare” (OWL)	• Sheldrake, Spirituality & Healthcare

November / December

Nov. 4	Spirituality & Gender • King, Chapter 7		Nov. 6	Spirituality & Gender • Townes, “A Womanist Perspective on Spirituality in Leadership” (OWL) • Ngunjiri, Women’s Spiritual Leadership in Africa (CP)	• Ngunjiri, Women’s Spiritual Leadership in Africa
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Nov. 11	Spirituality, Nature, and Science <ul style="list-style-type: none"> • King, Chapter 8 		Nov. 13	Spirituality, Nature, and Science <ul style="list-style-type: none"> • Sisters of the Earth, 1-12; 37-42 (CP) • Cowan, “Embedded Spirituality” (OWL) 	<ul style="list-style-type: none"> • Cowan, Embedded Spirituality
Nov. 18	Spirituality, The Arts, and the Planet <ul style="list-style-type: none"> • King, Chapter 9 		Nov. 20	Spirituality, The Arts, and the Planet <ul style="list-style-type: none"> • Paintner, “The Relationship Between Spirituality and Artistic Expression” (OWL) • Jacoby & Ji, “Artists as Transformative Leaders for Sustainability” (CP) 	<ul style="list-style-type: none"> • Jacoby & Ji, Artists as Transformative Leaders for Sustainability
Nov. 25	Spiritualities for Life <ul style="list-style-type: none"> • King, Chapter 10 		Nov. 27	Spiritualities for Life <ul style="list-style-type: none"> • Declaration Toward a Global Ethic (OWL) 	
Dec. 2	What We Want <ul style="list-style-type: none"> • Starhawk, “Spirit and Action” (OWL) 	<ul style="list-style-type: none"> • Starhawk, Spirit and Action 	Dec. 4	What we Want <ul style="list-style-type: none"> • Starhawk, “What We Want” (OWL) 	<ul style="list-style-type: none"> • Starhawk, What We Want





Spring Term - 2014

January

Mon.			Wed.		
	Topic and Readings	For Discussion		Topic and Readings	For Discussion
Jan. 6	Introduction • Wheatley, “What is our Role in Creating Change?” (Course Pack - CP)		Jan. 8	Introduction • A New Year’s Ritual	
Jan. 13	• Astin, “Some Thoughts on the Role of Spirituality in Transformational Leadership” (OWL)	• Astin, Spirituality & Transformational Leadership	Jan. 15	• Bordas, “Power and Passion: Finding Personal Purpose” (CP) • Horwitz, The Spiritual Activist: Practices (CP)	• Howritz, The Spiritual Activist: Practices (CP)
Jan. 20	• Walk Out, Walk On, 1-17 • O’Donovan, “Writing as a Spiritual Practice” (OWL)		Jan. 22	• Walk Out, Walk On, 20-48	• Walk Out, Walk On, 20-48
Jan. 27	• Interview with Wangari Maathai (OWL)	• Interview with Wangari Maathai	Jan. 29	• Kabat-Zinn, Wherever You Go, There You Are: Mindfulness Meditation In Everyday Life (CP) • Clawson, “Clothes” (CP)	• Clawson, “Clothes”

February

Feb. 3	• Walk Out, Walk On, 50-72	• Walk Out, Walk On, 50- 72	Feb. 5	• Walk Out, Walk On, 50-72 (Continued)	
Feb. 10	• Brussat, Spiritual: Play (Distributed by Instructor) • O'Donovan, "The Order of Things" (OWL)		Feb. 12	• Walk Out, Walk On, 74-100	• Walk Out, Walk On, 74- 100

Feb. 17-21: Reading Week



Feb. 24	• Bekker, "The Turn to Spirituality and Environmental Leadership" (CP)	• Bekker, The Turn to Spirituality & Environmental Leadership	Feb. 26	• Rebick, "Ubuntu: We are People through Other People" (CP) • Horwitz, The Spiritual Activist: Ritual (CP)	• Rebick, Ubuntu
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March

Mar 3	<ul style="list-style-type: none"> • Das, “Creativity and Spirituality” (OWL) 	<ul style="list-style-type: none"> • Das, Creativity and Spirituality 	Mar 5	<ul style="list-style-type: none"> • Walk Out, Walk On, 102-129 	<ul style="list-style-type: none"> • Walk Out, Walk On, 102-129
Mar 10	<ul style="list-style-type: none"> • Interview with Vandana Shiva (OWL) • Vandana Shiva on the global food crisis (YouTube - OWL) 	<ul style="list-style-type: none"> • Interview with Vandana Shiva 	Mar 12	<ul style="list-style-type: none"> • Walk Out, Walk On, 130-159 	<ul style="list-style-type: none"> • Walk Out, Walk On, 130-159
Mar 17	<ul style="list-style-type: none"> • O’Donovan, “Writing out the Wise Woman Within” (distributed in class) • Theology on Tap: Writing as a Spiritual Practice (YouTube - OWL) 		Mar 19	<ul style="list-style-type: none"> • Walk Out, Walk On, 160-187 	<ul style="list-style-type: none"> • Walk Out, Walk On, 160-187
Mar 24	<ul style="list-style-type: none"> • Snow, “Spiritual Practice in Daily Life” (CP) 	<ul style="list-style-type: none"> • Snow, Spiritual Practice 	Mar 26	<ul style="list-style-type: none"> • Fierce Light (video) 	
Mar 31	<ul style="list-style-type: none"> • Fierce Light (continued) 				

April

			Apr. 2	• Walk Out, Walk On, 218-227	• Walk Out, Walk On, 218-227
Apr. 7	A Celebration of Learning				

Schedule subject to change