

**Brescia University College
Religious Studies 2288E
2018-2019**

Spirituality and Leadership

Time: Tuesday 11:30 – 1:30

Thursday 11:30 – 12:30

Place: UH 250

Course Instructor: Sharon Lindenburger

Email: slinden@uwo.ca

Office: TBD

Office Hours: TBA and by appointment

**I CANNOT DO ALL THE GOOD THE WORLD NEEDS, BUT
THE WORLD NEEDS ALL THE GOOD I CAN DO.”**

- Jana Stanfield (songwriter) – Quoted by Stephen Lewis at the UN

Course Description:

This course addresses the complex nature of leadership—the social, moral, ethical, and spiritual dimensions faced by women and men put in the hot seat of speaking and acting for others, whether in a personal way, a local way, or on the world stage. What role does a leader play: hero, thinker, strategist, artist, figurehead, authority, imagineer, star, visionary? What is the connection between spirituality and leadership, and what are some of the ways that leaders base their leadership practices within a spiritual and values-based context? What does our culture teach us about leadership, and how does it prepare people to be leaders? How does our culture’s ideas of leadership contrast with other cultures? Through discussions, readings, and a variety of assignments, we will explore the diverse attributes of the pairing of leadership and spirituality: organization, intellect, power/influence, intuition, wisdom, morality, feeling, empathy, creativity, and charisma. We will consider real-life examples, both current and from the past.

The course will also have a personal dimension. It will introduce students to a variety of spiritual practices, offering them an opportunity to explore their own spirituality and the paths of their lives. It will also identify the leadership potential within each person, for it is the case that all of us have spheres of influence where we are called upon to lead. By analyzing the spiritual

leadership of others, we come to recognize our own potential and the ways in which we are already leaders who wish to lead with wisdom, justice, and compassion.

Course Objectives: The course objectives will entail all seven of the Brescia competencies. I have highlighted the key competencies here with the activities that match them, with the understanding that there will be some overlap.

1. Exploration of how leaders communicate a spiritual and values-based vision, through their interpersonal encounters, their writings, and interactions with their organizations/locales and audiences, whether large or small. **(Brescia competency 1 - Communication)**
2. Evaluation of both texts and in-class discussions to identify both the strengths and drawbacks of various leadership styles and theories. **(Brescia competency 2 – Critical Thinking)**
3. Understanding of the role of discernment, decision-making, and the distillation of complex issues to arrive at informed decisions and choices. **(Brescia competency 3 – Inquiry and Analysis)**
4. Creating strategies, visions, and potential action plans based on the examples of others and measuring these against our own innate and unique creativity **(Brescia competency 4 – Problem Solving)**
5. Exploration of one's own attitudes, abilities, potentials, and ideals to become a genuine leader in one's life, shared with others. **(Brescia competency 5 – Self-Awareness and Development)**
6. Discovery of initiatives, both local, regional, nationwide, and international, that we may choose to become involved with or to contribute to in some way. **(Brescia competency 6 – Social Awareness and Engagement)**
7. Uncovering the process by which we make decisions and take action based on our most deeply held principles and values. **(Brescia competency 7 – Valuing)**

Required Texts:

Brown, Brene. *Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone*. NY: Random House, 2017

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

Palmer, Parker. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass, 1999.

Schaaf, Kathe, ed. *Women, Spirituality, and Transformative Leadership: Where Grace Meets Power*. Jewish Lights Publishing, 2014.

Wheatley, Margaret. *Turning to One Another: simple conversations to restore hope to the future*. Oakland, CA: Barrett-Koehler, 2009.

Religious Studies 2288E Course Pack

Course Requirements:

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| 1. Participation: in-class and online discussion | 15% |
| 2. Readings Prep and Leading Class Discussion (2: 1 each term) | 15% |
| 3. Three Journal Entries (Thoughts and Insights) | 10% |
| 4. Tests: T Nov 13 and T Feb. 12 | 15% |
| 5. Presentation and Paper (fall term) | 15% |
| 6. <i>Turning to One Another</i> chapter/theme guide | 10% |
| 7. Final reflective paper (winter term) | 20% |

Brief Description of Requirements:

Participation (15%)

The course will be a forum for discussion and interaction. We will be assuming a collaborative and participatory model of learning, in which we all contribute to each other's understanding of the course material. Evaluation of your participation will be based on your attendance and involvement in the class.

Readings Prep and Leading Class Discussion (15%) – one in Fall, one in Winter/Spring

This assignment involves writing a response paper to a particular reading and then leading a class discussion on that reading (approx. 20 minutes). Please sign up for a reading in consultation with the instructor early in the course. Leading the discussion does not simply entail reading your paper and posing questions. Please provide the class with a page on which you summarize 4 or 5 significant points addressed in the article. These will form the discussion. The paper is due within one week of your presentation.

Journal Entries (3) (10%)

Three brief journal entries will encourage you to identify the interaction of spirituality and leadership as it is manifest in your own life. Some questions to consider are: What issues

consistently get your attention? Who do you want to be for this world? What do you want to say yes to? Are you willing to risk being changed by this journey? These are due as follows:

1. On or before October 25, 2018
2. On or before January 17, 2019
3. On or before March 21, 2019

Tests (15%)

The tests will occur on November 13 and February 12. Format of the tests will be announced early in the fall term.

Presentation and Paper (fall term) (15%)

There are a number of options:

1. You could research and present an individual or group working for positive change nationwide or international. What model of leadership do they embrace? What visions, ideals, and values guide them? How does your topic relate to some of the course readings thus far? Please avoid covering figures who have already been much studied, e.g., Gandhi, Mother Teresa, etc) and instead choose a person or group that is prominent but not as heavily written about. For example, you could choose individuals/groups such as Elizabeth Warren in the US, Canada's Lester Pearson, Canada's Maude Barlow, the UK's Archbishop of Canterbury, Doctors Without Borders, Katimavik, etc.

A second option is to analyze a film, answering the same questions raised above. Possibilities include *Amazing Grace*, *The Secret Life of Bees*, *Calvary* (this is not a film about the life of Jesus; it's about the abuse scandals in the Catholic church), *The Darkest Hour*, *Close Encounters of the Third Kind*. There are many possibilities.

A third option is to interview someone in the London/southwest Ontario region—an individual whom you feel embodies values-based leadership. This person does not have to be well-known. It could be an employer you've worked for, a sports coach, an inspirational teacher you remember from high school, someone in ministry, a volunteer for a local organization, etc.

A fourth option is to get creative. For example, you could create your own alphabet of spiritual literacy, or write a children's story, or some poems, or outline for a play. Please discuss your idea with the course instructor before choosing this option.

The 8-10 page papers you write to accompany your presentation will expand on the content of the presentation, as well as making clear and well documented connections to other course material and to your own self-reflection.

Deadline TBA

Turning to One Another chapter/theme guide (10%)

You will guide the class through one of the chapters in Turning to One Another. Please prepare a brief summary of the chapter, and provide the class with a page on which you summarize 3 or 4 points. The written portion (5-7 pages) should explain why you considered the issues to be significant. How might the points be relevant to your own personal or professional life? The written portion should be submitted within one week of your presentation.

Final Reflective Paper (20%)

You will receive a series of questions for reflection in the last weeks of the course. These questions provide you with an opportunity to articulate your understanding and synthesis of the course content and significant insights you have gained. The length is 8-10 pages, and will be assessed according to: accurate representation of the concepts addressed in the course, clarity, depth of reflection, and breadth of material presented. The paper is due within one week of the last day of the course.

Policy on Late Assignments

For tests and assignments worth 5% or more, the student must meet with an academic advisor to provide documentation for accommodation. Late essays that have not been approved for academic accommodation will be penalized at a rate of 5% per day. Late essays will not be accepted after the end of term.

PLAGIARISM of any kind is a serious academic offence. Be advised that electronic plagiarism-detection programmes will be used and essay banks checked, if the professor has any suspicion of 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 both in the body and at the end of the assignment. Any borrowings from secondary sources, whether wordings or ideas, must be acknowledged BOTH in the main body of your essay AND at the end in a bibliography or works cited! If you have any doubts about how to document your work correctly, check with your professor prior to handing in your essay. See the Scholastic Offence Policy in the Western Academic Calendar.

2018-19 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 for illness 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. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

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 from:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medical_form.pdf

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.

The full policy on requesting accommodation due to illness can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your 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, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>)

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.

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 and warranted.

It is important to note that the Academic 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 (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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. 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 (<http://www.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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see

the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=1&SelectedCalendar=Live&ArchivedID=#Page_14

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services>.

The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>.

Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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.