

CHARACTER, CONSCIENCE AND COURAGE

SPRING SEMESTER 2014

COURSE SYLLABUS

Instructor: Nan Ellen Nelson
nm245@georgetown.edu

Offered: Every other Saturday from 10 a.m. to 6 p.m. starting on Jan. 11, 2014.

Course Content

-Overview: Answering the call of leadership is not always easy, particularly when one is faced with ethical dilemmas and moral quandaries. Such situations call for courage in action. This course will focus on the roles of character and conscience in the demonstration of moral courage by leaders. In addition, the course will cover the key components that provide one with the courage to take moral action. Particular attention will be given to the individual, interpersonal, and institutional processes of character and conscience formation. Finally, the topic of receiving constructive feedback to help in having the courage to challenge yourself as a leader, will be discussed. **(Five guest speakers will facilitate a class discussion. The speakers will speak on topics such as courageous leadership: taking risks and persevering, using character-building experiences to tap into your courage and inner-fortitude, paying attention to your conscience, and having the courage to lead. In addition to the special guest speakers, one of the class meetings will be held at the U.S. Capitol in U.S. Senator Bill Nelson's office.)**

-Learning Objectives: After completing this course, students should be able to:

1. Identify why courageous leadership is such a vital component of true and effective leadership;
2. Use the leadership tools gleaned to lead with character, conscience and courage when faced with difficult situations;
3. Lead with a stronger sense of knowing who they are as a leader in order to have the courage to take moral action;
4. Challenge themselves by looking honestly at their leadership strengths and weaknesses;
5. Identify the negative consequences one faces when the conscience is ignored;
6. Reframe their hardships into character-building experiences to tap into their inner fortitude, having the courage to overcome;
7. Use their emotional intelligence in leading by example and speaking the truth;
8. Utilize conflict resolution techniques in order to communicate effectively;
9. Identify the roles of character and conscience in the demonstration of moral courage by leaders;
10. Live out servant leadership, having the courage to function from a place of humility in order to serve others;
11. Define authentic leadership, having the courage to lead in a way that is true to who they were created to be;
12. Receive constructive feedback, having the courage to grow in self-discovery;
13. Name the qualities a courageous leader embodies;
14. Identify the attributes that are developed when a courageous and moral leader faces ethical dilemmas;
15. Give examples of courageous leaders;
16. Explain the individual processes of character and conscience formation; and
17. Recognize when outside influences play a role in shaping their character.

-Required Reading:

Chuck Stetson. Creating the Better Hour: Lessons from William Wilberforce. Cullen W. Schippe ed., Stroud & Hall (2007). (ISBN 978-0-9796462-1-8)

Ira Chaleff. The Courageous Follower. Barrett-Koehler Publisher Inc. (2009). (ISBN 978-1-60509-273-7)

John Maxwell. The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You. Thomas Nelson Publishers (1998). (ISBN 978-0-7852-8837-4 / Repak; ISBN 978-0-7852-8935-7 / IE) *Revised & Updated—10th Anniversary Edition

GRADING SCALE

-Undergraduate course grades include A, A-, B+, B, B-, C+, C, C-, D+, D & F.

A	93-100	B-	80-82.99
A-	90-92.99	C+	78-79.99
B+	88-89.99	C	73-77.99
B	83-87.99	C-	70-72.99
D+	68-69.99		
D	60-67.99		
F	Under 60		

COURSE GRADE

2 Journal Entries	15%
Research Paper	35%
Group Project	35%
Participation	15%
Total	100%

Journal Entries: Journal entries will be based on two recent disappointing situations that happened in your life. For each disappointment or setback, write a three-page entry on five positives that have come out of the negative situation. Try and look at the glass half full instead of half empty. Explain how you have grown in your courage and character due to the challenge that you faced.

Research Paper: Your research paper should be at least a seven-page document discussing the leadership qualities of a courageous leader of your choosing--for example: Abe Lincoln, Helen Keller, Nelson Mandela, etc. A minimum of three sources should be used (different from your class books), and a Works Cited page must be included. The following questions should be answered:

- 1) What character traits were/are evident in this courageous leader?
- 2) How did this particular leader pay attention to his/her conscience in order to stay true to his/her character?
- 3) How does this particular person challenge you to better live a life of courageous leadership?

Group Project: In your group project (your group will be assigned), you will choose a courageous leader (different from the leader you write your research paper on). If it is possible, try and interview him/her and present the leader's character, conscience and courage in a creative way (skit, panel discussion, power point presentation, etc.). The group presentation should be thirty minutes and should include visual aids.

Class Participation: Class participation is a very important part of the learning process in this course. You will be evaluated on your contributions as part of that participation. Quality, not quantity will be rewarded. A contribution is a comment or reflection from you that possesses one or more of the following properties:

- Offers a different and unique but relevant insight to the issue;
- Moves the discussion forward to generate a deeper richer appreciation of the concept; and
- Includes references to the readings.

Late Work Policy: If you don't have your assignment printed out by the start of the class meeting, you will receive half of a grade lower than the actual grade of your work. If your work is a day late, you will receive a grade lower than the actual grade of your work. If your work is one week late or more, you will receive two grades lower than the actual grade of your work.

Attendance Policy: Your attendance will affect your participation grade and overall learning. Additionally, students with two absences may receive a failing grade.

Class Calendar (Class to meet from 10 a.m. to 6 p.m.)

Jan. 11/Class #1- Introduction: Defining Character, Conscience and Courage; The Qualities a Courageous Leader Must Have; The Attributes that are Developed when a Courageous and Moral Leader faces Ethical Dilemmas; Guest Speaker

Creating the Better Hour, Chapter 5 & 13
The 21 Irrefutable Laws of Leadership, Chapter 18
The Courageous Follower, Chapter 3

Jan. 25/Class #2- Courageous Leadership: Taking Risks and Persevering; Examples of Courageous Leaders; Guest Speaker

The Courageous Follower, Chapter 1
First Journal Entry Due (On Paper) at the Start of the Class Period

Feb. 8/Class #3- Individual Processes of Character and Conscience Formation; How Outside Influences Including the Environment in which You Live, Play a Role in Shaping Your Character; The Negative Consequences One Faces when the Conscience is Ignored; Authentic Leadership—Having the Courage to Lead in a Way that is You; Guest Speaker

The 21 Irrefutable Laws of Leadership, Chapter 3
Creating the Better Hour, Chapter 12

Feb. 22/Class #4- (Class held at the U.S. Capitol) Using Character-Building Experiences to Tap into Your Courage and Inner Fortitude—Having the Courage to Overcome; Using your Emotional Intelligence in Leading by Example and Speaking the Truth; Having the Courage to Resolve Conflict--Conflict Resolution/Communication Tools; Guest Speaker

The Courageous Follower, Chapter 7 & 8
Second Journal Entry Due (On Paper) at the Start of the Class Period

Mar. 8/Class #5- Group Projects; Roles of Character and Conscience in the Demonstration of Moral Courage by Leaders; Guest Speaker

The 21 Irrefutable Laws of Leadership, Chapter 12
Creating the Better Hour, Chapter 3
The Courageous Follower, Chapter 6
Group Projects

Mar. 22/Class #6- Servant Leadership—Having the Courage to Humble Yourself to Serve Others; Guest Speaker

The 21 Irrefutable Laws of Leadership, Chapter 11

***Research Paper due May 4th** (Email to Prof. Nelson)

***Contingency Plan-** In the event that one of our class meetings is rescheduled due to a snow day, **April 5th** will be the alternate class meeting date.

Students with Disabilities Policy

-Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note taker, books on tape, extended time on tests, and interpreting services among others. Students must present Nan Ellen Nelson with an official letter from the Academic Resource Center listing the exact accommodations needed.

-Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Georgetown Honor System

-We expect all students within SCS to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred.

-All students in my course must say the Honor Code to me at the beginning of the course. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System; to be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Classroom Etiquette

-Students should turn off all cell phones, pagers, or other communication devices while in class. No communicating via computer with others: no emailing, chatting, instant messaging, etc. Class discussions should be respectful and considerate of others.

Policy Accommodating Students' Religious Observances

-Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes. The Office of the Provost, in consultation with Campus Ministry and the Registrar, will publish, before classes begin for a given term, a list of major religious holidays likely to affect Georgetown students. The Provost and the Main Campus Executive Faculty encourage faculty to accommodate students whose bona fide religious observances in other ways impede normal participation in a course. Students who cannot be accommodated should discuss the matter with the Associate Dean for the B.A.L.S. program.

University Resources

-Georgetown University Writing Center (Lauinger Library, 217A; 202-687-4246;

<http://writingcenter.georgetown.edu/>)

-Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu)

-Counseling and Psychiatric Services (One Darnall Hall; 202-687-6985; <http://caps.georgetown.edu/>)

