

CHARACTER, CONSCIENCE AND COURAGE

FALL SEMESTER 2017

COURSE SYLLABUS

Instructor: Nan Ellen Nelson
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Offered: Every Tuesday from 5:20-7:50 p.m. starting on Sept. 5

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. (Guest speakers will facilitate 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.)

-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)

David Brooks. The Road to Character. Random House. (2015). (ISBN 978-0-8129-9325-7)

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 ten-page document discussing the leadership qualities of a courageous leader of your choosing, such as Abraham 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 leader challenge you to live a life of courageous leadership?

Group Project: For your group project (your group will be assigned), you will choose a courageous leader (different from the leader you write about in your research paper). 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. Students with three absences may receive a failing grade. Additionally, students who arrive more than thirty minutes late to class or leave class thirty minutes early will receive a consequence of half an absence.

Class Calendar (Class to meet every Tuesday from 5:20-7:50 p.m. starting on Sept. 5)

Sept. 5/Class #1- Introduction: Defining Character, Conscience & Courage; The Attributes that are Developed when a CCC and Moral Leader faces Ethical Dilemmas

Creating the Better Hour, Chapter 3

Sept. 12/Class #2- The Qualities a Courageous Leader Must Have; Guest Speaker

First Journal Entry Due (On Paper) at the Start of the Class Period

Sept. 19/Class #3- Courageous Leadership: Taking Risks and Persevering; Examples of Courageous Leaders

The Road to Character, Chapter 3

Sept. 26/Class #4- Individual Processes of Character and Conscience Formation; How Outside Influences Including the Environment in which You Live, Play a Role in Shaping Your Character; Guest Speaker

Second Journal Entry Due (On Paper) at the Start of the Class Period

Oct. 3/Class #5- Having the Courage to Resolve Conflict—Conflict Resolution and Communication Tools

Creating the Better Hour, Chapter 19

Oct. 10/Class #6- Using Character-Building Experiences to Tap into Your Courage and Inner Fortitude—Having the Courage to Overcome, Not Letting Fear Win

The Road to Character, Chapter 9

Oct. 17/Class #7- Servant Leadership—Having the Courage to Humble Yourself to Serve Others

The 21 Irrefutable Laws of Leadership, Chapter 18

Oct. 24/Class #8- Group Project Presentations

Group Projects Due

Oct. 31/Class #9- Group Project Presentations

Group Projects Due

Nov. 7/Class #10- Authentic Leadership—Having the Courage to Lead in a Way that is You

The 21 Irrefutable Laws of Leadership, Chapter 12

Nov. 14/Class #11- (Class held at the U.S. Capitol) Character, Conscience & Courage through Public Service; Guest Speaker

Creating the Better Hour, Chapter 13

Nov. 21/Class #12- Using your Emotional Intelligence in Leading by Example and Speaking the Truth; The Negative Consequences One Faces when the Conscience is Ignored

The 21 Irrefutable Laws of Leadership, Chapter 8

Nov. 28/Class #13- The Power and Value of a Core Group Seen Through Leaders Living out Character, Conscience & Courage

The 21 Irrefutable Laws of Leadership, Chapter 11

Creating the Better Hour, Chapter 2

Dec. 5/Class #14- Character, Conscience & Courage Charge and Charter; Guest Speaker

Creating the Better Hour, Chapter 12

***Final Paper due Dec. 14** (Email to Prof. Nelson)

Disabilities

-If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or arc@georgetown.edu.

Georgetown Honor System

-All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process.

-Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown 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.

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/>)

Extreme weather, Emergencies, and Instructional Continuity

-During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's website or call (202) 687-7669 for information on whether the university is open. If the

university is open, this class will meet. If the university is closed, this class will meet through distance means such as a conference call; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments will not be changed due to campus closings.

-The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Plagiarism

-In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail.

-If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student will receive a grade of F for the course.

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 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.

Turnitin.com

-Students acknowledge that by taking this course all required papers can be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

BALS Goals

-Georgetown's Bachelor of Arts in Liberal Studies program is not a one-size-fits-all curriculum; rather, it is a combination of many different programs of study. This interdisciplinary approach provides students with a comprehensive learning experience while helping them achieve intellectual advancement, enhanced critical thinking abilities, and a greater cultural understanding.

-Rooted in Georgetown's Jesuit values, the program prepares students to excel academically and professionally, equipping them with the tools they need to become successful leaders who are committed to serve others and make an impact on the world. Through an emphasis on educating the whole person, Georgetown provides students with a world-class education that teaches them the art of inquiry and innovation. Students learn advanced critical thinking while developing a deeper understanding of past and present human behavior—in all its interconnected complexity.