

# **MORAL LEADERSHIP & SOCIAL JUSTICE**

SUMMER SEMESTER 2012

## **COURSE SYLLABUS**

Instructor: Nan Ellen Dixon  
nm245@georgetown.edu

Offered: Every other Saturday from 10 a.m. to 6 p.m. starting on June 2, 2012.

### **Course Content**

**Overview:** Leadership is not about serving one's personal need and interests; rather, true leadership is about "men and women in service of others," which is a primary educational objective of the Jesuits. This course will focus on the application of servant leadership and moral leadership, and in particular on the personal characteristics and attributes associated with moral leadership. A leader's core and conviction determines whether the leader lives by a set of moral principles and values. This course will focus on cultivating a moral compass to determine the way you live your life and lead. Finally, six guest speakers will facilitate class discussion on the topic of moral and servant leadership. The guest speakers are leaders that walk their talk because their moral compass runs deep.

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

1. Identify the attributes a moral leader lives out
2. Define social justice
3. Become a moral leader
4. Get clarity on their own decision making to then live a life of moral and servant leadership

5. Lead by example, by making each and every decision based on a set of moral principles and values
6. Tap into a depth of courage to forge ahead during difficult times
7. Focus on paying attention to their conscience
8. Live out moral discipline and integrity
9. Serve others instead of self
10. Identify leaders that are selfishly motivated verses leaders that are others motivated
11. Give examples of servant leaders and the ingredients that make them servant leaders
12. Lead straight in a crooked world
13. Live a life of leadership that is noble and admirable
14. Continue growing their moral fiber
15. Stay grounded, being true to what they know is right
16. Describe how moral leadership and social justice is a way of living
17. Lead in an effective way tapping into the leadership that springs from within
18. Describe in detail the character traits a moral leader embodies

**Required reading:**

Chuck Stetson, "Creating the Better Hour: Lessons from William Wilberforce"

Cullen W. Schippe ed., Stroud & Hall (2007). (ISBN -13: 978-0-9796462-1-8)

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)

Jim Collins, "Good to Great" Collins (2001). (ISBN 0-06-662099-6/hc)

**GRADING SCALE**

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

A	100-93	B-	82.99-80
A-	92.99-90	C	79.99-70
B+	89.99-88	D+	69.99-68
B	87.99-83	D	67.00-60

**COURSE GRADE**

2 Journal Entries	15%
Research Paper	35%

Group Project	35%
Participation	15%
Total	100%

**Journal Entries:** The first journal entry will be a minimum of two pages and a maximum of four pages, based on the following questions:

Does your moral compass guide you in all decisions? What has been your biggest mistake in not having your moral compass guide you in all decisions?

When given great opportunities, do you prove yourself to be trustworthy? When haven't you proven yourself to be trustworthy?

The second journal entry will be a minimum of two pages and a maximum of four pages, based on the following questions:

How do you live out moral leadership in a crisis situation? In other words, how do you keep your integrity in a crisis? What are the lures that can potentially rob you personally of your integrity in a crisis?

There are many attributes that a moral leader exhibits. Identify five admirable traits that you see in a moral leader. Explain why these five traits are significant to you- And, how you can be the change you want to see in the world by living out these five traits?

**Research Paper:** Your research paper will consist of at least ten pages on servant and moral leadership. Choose a leader (different from the leader that you do your group project on), that you believe lives out servant and moral leadership. (The leader could be a historical figure or even a member of your own family). A minimum of three sources should be used. The following questions should be answered:

What character traits are evident in this servant and moral leader?

How can you apply these character traits to your own life as a leader?

**Group Project:** In your group project (your group will be assigned), you will choose a moral 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 moral leadership style in a creative way (skit, panel discussion, power point presentation etc.). The group presentation should be 30 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, a student can be dropped from the course altogether after missing two class meetings.

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

**June 2/Class #1-** Introduction- Defining Moral Leadership; The Qualities a Moral Leader Must Have; Tough Times Can Forge Character; Guest Speaker

*Creating the Better Hour, Chapter 3*

*The 21 Irrefutable Laws of Leadership, Chapter 3*

**June 16/Class #2**- Moral Leadership Lived Out; Moral Judgment- Making Decisions that are in Alignment with your Morals and Values/Paying Attention to Your Conscience; Moral Discipline/Integrity: Your Life Lining Up with Your Words; Your Character being Congruent with the Leader You Want to be; Guest Speaker

*Creating the Better Hour*, Chapter 2 & 12

*Good to Great*, Chapter 6

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

**June 30/Class #3**- Servant Leadership Lived Out; Guest Speaker

*The 21 Irrefutable Laws of Leadership*, 18 & 5

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

**July 14/Class #4**- (Class held at the U.S. Capitol) Defining Servant Leadership: Serving Others Instead of Serving Self; Humility- A Leader that does not Exalt Self but Humbles Self; The World's Me-first Mentality; Leaders that are Selfishly Motivated verses Leaders that are Others Motivated; Giving Our Lives to Helping Others; Examples of Servant Leaders- The Ingredients that Make them Servant Leaders; Guest Speaker

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*Good to Great*, Chapter 1

*Creating the Better Hour*, Chapter 3

**July 28/Class #5**- Group Projects; Guest Speaker

**Aug. 11/Class #6**- Leading Straight in a Crooked World: Living a Life of Leadership that is Noble and Admirable; Society's Ethics Verses Your Own Values; Your Moral Fiber Growing Deep; Staying Grounded- Being True to What You Know is Right and Who You Really Are; Who You Are and Who You Are Becoming; Moral and Servant Leadership is a Way of Living; Leadership Springs from Within; Guest Speaker

*Creating the Better Hour*, Chapter 1 & 19

*Good to Great*, Chapter 9

Research Paper Due (On Paper) at the Start of the Class Period

### **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 Dixon 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](mailto:arc@georgetown.edu); <http://ldss.georgetown.edu/index.cfm>) 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 individually 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 other's views and opinions.

### **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](mailto:arc@georgetown.edu); <http://ldss/georgetown.edu/>)

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

\*This document is subject to revision.

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