

MORAL LEADERSHIP

self, other, action

MLD 327
HDS 2893

Monday 4:10pm to 6:00pm
Littauer 230

Marshall Ganz

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OFFICE HOURS

Tuesdays 4:30 – 6:30*

(or by appointment)

Please see the sheets outside the professors' office-hour-offices for more details and to sign up for a 15 minute appointment.

**Day/times may vary every week.*

Mondays 1:00 – 3:00pm

(or by appointment)

COURSE ASSISTANT

Matt Lewis

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FACULTY ASSISTANT

Gerta Dhamo

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IMPORTANT DATES

Wednesday 26 January

Wednesday 2 February

Wednesday 9 February

Wednesday 16 February

Friday 18 February

Tuesday 22 February

Thursday 24 February

Friday 25 February

Wednesday 2 March

Friday 4 March

Wednesday 9 March

12-20 March

Wednesday 23 March

Friday 25 March

Wednesday 30 March

Friday 1 April

Wednesday 6 April

Friday 8 April

Wednesday 13 April

Friday 15 April

Wednesday 20 April

Friday 22 April

Friday 6 May

Week 1 reflection paper due online by 4:00pm

Week 2 reflection paper due online by 4:00pm

Week 3 reflection paper due online by 4:00pm

Week 4 reflection paper due online by 4:00pm

Optional Section 1 – Belfer Lobby 4 – 4:00 – 5:00pm

Class meets from 6:00-8:00 pm, location tbd (*due to President's Day*)

Week 5 reflection paper due online by 4:00pm

Optional Section 2 – Location/Time TBA

Week 6 reflection paper due online by 4:00pm

Optional Section 3 – Location/Time TBA

Week 7 reflection paper due online by 4:00pm

spring break

Week 8 reflection paper due online by 4:00pm

Optional Section 4 – Location/Time TBA

Week 9 reflection paper due online by 4:00pm

Optional Section 5 – Location/Time TBA

Week 10 reflection paper due online by 4:00pm

Optional Section 6 – Location/Time TBA

Week 11 reflection paper due online by 4:00pm

Optional Section 7 – Location/Time TBA

Week 12 reflection paper due online by 4:00pm

Optional Section 8 – Location/Time TBA

Final 7-10 page paper due online by 4:00pm

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If I am not for myself, who will be for me?

When I am only for myself, what am I?

If not now, when?

—Hillel, 1st century Jerusalem sage, *Pirke Avot*

If we understand leadership as accepting responsibility for enabling others to achieve purpose in the face of uncertainty, when is leadership behavior “moral”? Rabbi Hillel’s questions offer insight into this question by directing us to reflect on the interaction of self-understanding, our relationship with others, and action.

In this class we meet for 2 hours, once a week for 13 weeks. Our pedagogy is based on a traditional form of moral reflection: the shared interpretation of narrative text for instruction and inspiration. We draw on religious and secular sources of written and spoken text that offer students an opportunity to engage with the moral challenges managing the interaction of self, other, and action in the exercise of leadership. This semester we will study the story of Moses as recounted in Biblical sources; *Huckleberry Finn* by Mark Twain; *To Kill A Mockingbird* by Harper Lee; and the written and oral work of Dr. Martin Luther King. Our objective is not only to address specific moral questions, but also to offer students the opportunity learn a process of moral reflection that can be of ongoing use to them.

In each class, students will pair off to consider questions posed with respect to specific textual passages, each pair reporting on their learning after 50 minutes. This learning then becomes the basis for facilitated discussion. Students must complete the reading in advance, participate fully in each section, and after each section prepare a two page reflection paper on the insight their learning affords them into addressing their own leadership challenges. At the end of the semester, students will submit a 7-10 page paper in which they will apply their reflective skills analyzing a narrative source of their own choosing to gain insight into their leadership challenges.

This year, in order to “broaden the conversation”, beginning during the fourth week, we will host an optional session each Friday, for which we invite students to submit narrative texts of their own choosing for discussion, using the same basic approach as in the regularly scheduled class.

Books required for this class are available at the Coop and on reserve in the Kennedy School Library. Articles and book excerpts are available online or in the coursepack. To the extent possible video and/or audio versions of spoken material are posted to the class website. Biblical passages are drawn from *The Five Books of Moses: A New Translation with Introductions, Commentary, and Notes* by Everett Fox (New York: Schocken, 1995) and are available in the coursepack. To be on the same page (so to speak) we recommend the Coop’s 1985 Penguin edition of Mark Twain’s *The Adventures of Huckleberry Finn* and the 2002 Harper Perennial edition of Harper Lee’s *To Kill A Mockingbird* — but any copy is fine. Selections of Dr. King’s written and oral work are drawn from *A Testament of Hope: the Essential Writings and Speeches of Martin Luther King*, edited by Martin Luther King & James M. Washington, (New York: HarperCollins, 1986) and are available in the coursepack.

WEEK 1

INTRODUCTION: WHAT IS MORAL LEADERSHIP?

MONDAY 24 JANUARY

We get acquainted, set goals for the semester, establish norms for our work together, identify some key questions about moral leadership, and learn how to use our interpretive learning method.

READINGS: (In addition to our articles please focus on the starred texts; the rest of the readings are background and should be completed by week 3.)

Marshall Ganz, "Hillel's Questions: A Call to Leadership", Sh'ma, February 2007. (Available on MLD 327 coursepage)

Bernard Steinberg, "A Pedagogy of Moral Leadership," February 2007. (Available on MLD 327 coursepage)

Marshall Ganz, "What is Public Narrative?," Fall 2009. (Available on MLD 327 coursepage)

* Jerome Bruner, *Actual Minds, Possible Worlds*, (Cambridge: Harvard University Press, 1986), Chapter 2, "Two Modes of Thought", (pp.11-14).

* George Marcus, *The Sentimental Citizen: Emotion in Democratic Politics*, (University Park: Penn State University Press, 2002), Chapter 4, "Becoming Reacquainted with Emotion", (pp.67-78). (T)

* Martha Nussbaum, *Upheavals of Thought: The Intelligence of Emotions*, (New York: Cambridge University Press, 2001), Chapter 1, "Emotions and Judgments of Value", (pp. 19-33). (T)

* Alasdair MacIntyre, "The Virtues, the Unity of a Human Life, and the Concept of a Tradition" in *Memory, Identity, and Community: the Idea of Narrative in the Human Sciences*, (Albany: State University of New York, 1997), edited by Lewis P. Hinchman and Sandra K. Hinchman, (pp. 254-257).

* Charles Taylor, *Sources of the Self: the Making of Modern Identity*, (Cambridge: Harvard University Press, 1992); excerpts from "Chapter 1, Inescapable Frameworks"; "Chapter 2, The Self in Moral Space." (pp.16-19, 25-28).

* Paul Tillich, *Dynamics of Faith*, (New York: Harper Torch Books, 1957), Introductory Remarks, excerpts from "What Faith Is" (pp.1-2), "Types of Faith" (pp.62-64), "Life of Faith" (pp.115 - 117). (Available on MLD 327 coursepage)

Karen Armstrong, *The Great Transformation: The Beginning of our Religious Traditions* (New York: Knopf, 2006), Chapter 10, "The Way Forward", (pp.390 - 399).

Karen Armstrong, *The Bible: A Biography* (Atlantic 2007), "Introduction" (pp. 1-7) (Available on MLD 327 coursepage)

Charles Taylor, *A Secular Age*, (Cambridge: Belknap Press, 2007), excerpt from "Unique Frontiers of Modernity" (chap 19, section 16, pp 726-727). (Available on MLD 327 coursepage)

CLASS WORK: Introductions: Overview, Who's Who, and Norms
Interpretive Pedagogy: Values, Narrative and Moral Reflection
Leadership Framework: Hillel's Three Questions
Narrative Interpretation

ASSIGNMENT: By Wednesday at 4:00pm, please post a one page response commenting on 2 of the starred readings: Bruner, Nussbaum, MacIntyre, Taylor (*Sources of the Self*), and Tillich. Consider how ideas discussed in the 2 readings you select could have a bearing on learning how to engage with the leadership challenges you face. To what questions do they suggest we need to pay particular attention in our reading?

PLEASE NAME EACH PAPER with your LAST NAME and the number of the WEEK (*eg. Dhama1*) before uploading it through the course website each Wednesday. Thank you!

WEEK 2

IDENTITY
STORY OF MOSES

MONDAY 31 JANUARY

READING: *The Five Books of Moses: A New Translation with Introductions, Commentary, and Notes* by Everett Fox (New York: Schocken, 1995) "Exodus: Chapters 1 & 2" (pp.257-267 (odd numbered-pages only)).

CLASS WORK: Narrative Interpretation

ASSIGNMENT: Post a two page response paper by 4:00 PM, Wednesday, reflecting on how learning in this class session could offer you some insight into your own leadership challenges.

WEEK 3

CALLING
STORY OF MOSES

MONDAY 7 FEBRUARY

READING: *The Five Books of Moses: A New Translation with Introductions, Commentary, and Notes* by Everett Fox (New York: Schocken, 1995), "Exodus: 2:23-4:19", (pp.267-271 (odd-numbered pages only), 273-275, 277-279).

CLASS WORK: Narrative Interpretation

ASSIGNMENT: Post a two page response paper by 4:00 PM, Wednesday, reflecting on how learning in this class session could offer you some insight into your own leadership challenges.

WEEK 4

INTERDEPENDENCE
STORY OF MOSES

MONDAY 14 FEBRUARY

READING: *The Five Books of Moses: A New Translation with Introductions, Commentary, and Notes* by Everett Fox (New York: Schocken, 1995), "Exodus: 18" (pp.355-358).

CLASS WORK: Narrative Interpretation

ASSIGNMENT: Post a two page response paper by 4:00 PM, Wednesday, reflecting on how learning in this class session could offer you some insight into your own leadership challenges.

WEEK 5MISSION
STORY OF MOSES

TUESDAY 22 FEBRUARY, 6:00 - 8:00 PM, LOCATION TBD
RESCHEDULED & MOVED DUE TO PRESIDENT'S DAY; VIDEO OF THE SESSION
WILL BE POSTED ONLINE FOR THOSE WHO CANNOT ATTEND

READING: *The Five Books of Moses: A New Translation with Introductions, Commentary, and Notes* by Everett Fox (New York: Schocken, 1995), "Exodus: 31:18-34:1" (pp 436, 441, 443-445, 447-449, 451-453).

CLASS WORK: Narrative Interpretation

ASSIGNMENT: Post a two page response paper by 4:00 PM, Wednesday, reflecting on how learning in this class session could offer you some insight into your own leadership challenges.

WEEK 6LEGACY
STORY OF MOSES

MONDAY 28 FEBRUARY

READING: *The Five Books of Moses: A New Translation with Introductions, Commentary, and Notes* by Everett Fox (New York: Schocken, 1995), "Numbers 20; Deuteronomy 32:48-33:1; 34," (pp. 755-757, 759, 1007-1008, 1013-1014.)

CLASS WORK: Narrative Interpretation

ASSIGNMENT: Post a two page response paper by 4:00 PM, Wednesday, reflecting on how learning in this class session could offer you some insight into your own leadership challenges.

WEEK 7

HUCKLEBERRY FINN

MONDAY 7 MARCH

READING: Mark Twain, *The Adventures of Huckleberry Finn*, (New York: Penguin, 1985), Chapters 1 - 18.

CLASS WORK: Narrative Interpretation

ASSIGNMENT: Post a two page response paper by 4:00 PM, Wednesday, reflecting on how learning in this class session could offer you some insight into your own leadership challenges.

SPRING BREAK 12-20 March. Enjoy!

WEEK 8

HUCKLEBERRY FINN

MONDAY 21 MARCH

READING: Mark Twain, *The Adventures of Huckleberry Finn*, (New York: Penguin, 1985), Chapters 16 to end.

CLASS WORK: Narrative Interpretation

ASSIGNMENT: Post a two page response paper by 4:00 PM, Wednesday, reflecting on how learning in this class session could offer you some insight into your own leadership challenges.

WEEK 9

BROADENING THE CONVERSATION

MONDAY 28 MARCH

What other voices speak to identity, calling, interdependence, mission, and legacy? This week, everyone is invited to continue and expand our conversation outside our assigned classroom readings. We will cooperatively select the student-proposed materials (articles, short video, poetry, music, prose, photography, etc) in the weeks leading up to this session. The course assistant will facilitate and both instructors will participate.

CLASS WORK: Narrative Interpretation

ASSIGNMENT: Post a two page response paper by 4:00 PM, Wednesday, reflecting on how learning in this class session could offer you some insight into your own leadership challenges.

WEEK 10

TO KILL A MOCKINGBIRD

MONDAY 4 APRIL

READING: Lee, Harper. *To Kill A Mockingbird*, (New York: Harper Perennial, 2002).

CLASS WORK: Narrative Interpretation

ASSIGNMENT: Post a two page response paper by 4:00 PM, Wednesday, reflecting on how learning in this class session could offer you some insight into your own leadership challenges.

WEEK 11

SELF, OTHER, ACTION: BEGINNING THE JOURNEY
DR. MARTIN LUTHER KING, JR.

MONDAY 11 APRIL

READINGS:

King, Martin Luther, Jr. "Stride Toward Freedom." *A Testament of Hope: the Essential Writings and Speeches of Martin Luther King*, (New York: Harper Collins, 1986), edited by Martin Luther King and James M. Washington, (pp.417-467).

Lincoln, Abraham. "The Gettysburg Address." November 19, 1863. Gettysburg, PA. (Available on MLD 327 coursepage)

Branch, Taylor. Chapter 4, "First Trombone." *Parting the Waters*, (pp.138-141). (Available on MLD 327 coursepage) ("King stood silently" through "let us think on these things")

Parks, Rosa. "Introduction to the Address to the First Montgomery Improvement Association (MIA) Mass Meeting." *A Call to Conscience: The Landmark Speeches of Dr. Martin Luther King, Jr.* (New York: IPM/Warner Books, 2001), Clayborne Carson and Kris Shepard, eds, (pp. 1 - 5).

King, Martin Luther, Jr. "Address delivered at Mass Meeting of the Montgomery Improvement Association at Holt Street Baptist Church 12/5/55" Montgomery, AL. (Available on MLD 327 coursepage)

King, Martin Luther, Jr. "I Have a Dream, Address delivered at the March on Washington for Jobs and Freedom 8/28/63" Washington, DC.
(Available on MLD 327 coursepage)

CLASS WORK: Narrative Interpretation

ASSIGNMENT: Post a two page response paper by 4:00 PM, Wednesday, reflecting on how learning in this class session could offer you some insight into your own leadership challenges.

WEEK 12

I'VE SEEN THE PROMISED LAND
DR. MARTIN LUTHER KING, JR.

MONDAY 18 APRIL

READINGS:

King, Martin Luther, Jr. "Our God Is Marching On!" March 25, 1965. Montgomery, AL. (Available on MLD 327 coursepage)

King, Martin Luther, Jr. "Why Jesus Called a Man a Fool." August 27, 1967. Chicago, IL.
(Available on MLD 327 coursepage)

King, Martin Luther, Jr. "The Drum Major Instinct." February 4, 1968. Atlanta, GA. (Available on MLD 327 coursepage)

King, Martin Luther, Jr. "I've Been To The Mountaintop." April 3, 1968. Memphis, TN. (Available on MLD 327 coursepage)

CLASS WORK: Narrative Interpretation

ASSIGNMENT: Post a two page response paper by 4:00 PM, Wednesday, reflecting on how learning in this class session could offer you some insight into your own leadership challenges.

WEEK 13

CONCLUSION & EVALUATION

MONDAY 25 APRIL

READINGS:

Review: Martha Nussbaum, *Upheavals of Thought: The Intelligence of Emotions*, (New York: Cambridge University Press, 2001), Chapter 1, "Emotions and Judgments of Value", (pp. 31-33). (T)

Review: Alasdair Macintyre, "The Virtues, the Unity of a Human Life, and the Concept of a Tradition" in *Memory, Identity, and Community: the Idea of Narrative in the Human Sciences*, (Albany: State University of New York, 1997), edited by Lewis P. Hinchman and Sandra K. Hinchman, (pp. 254-257).

Review: Charles Taylor, *Sources of the Self: the Making of Modern Identity*, (Cambridge: Harvard University Press, 1992); excerpts from "Chapter 1, Inescapable Frameworks"; "Chapter 2, The Self in Moral Space." (pp. 26-27).

CLASS WORK: Narrative Interpretation
Conclusion and Evaluation

ASSIGNMENT: None

FINAL PAPER**DUE FRIDAY: 6 MAY AT 4:00 PM (EST)**

Students write a 7-10 page final paper (*double spaced, 12 point type, 1 inch margins*) in which they use our method of moral reflection to gain insight into leadership challenges addressed by a narrative of their own choosing. Narratives may be drawn from literary, religious, secular, or political sources.