DPLS 718 Ways of Knowing

Summer 2009 3 Credits
Professor: Silvia Behrend
Email: revdocsil@gmail.com
Office Hours: by appt.
Dates: June 23-July 28, 2009

Mission of the Program
The Doctoral Program in Leadership at Gonzaga University is premised on the belief that leadership is based on a deep understanding of the self and of the core values that drive one's actions. Thus effective leadership requires the development of a compelling personal vision that engages others by offering meaning, dignity, and purpose. The ultimate aim of leadership is the building of more humane relationships, organizations, and societies. Effective leaders need to develop the critical imagination required to embrace individual, organizational, and global change from a stance of hope and courage.

Course Overview & Description
In his introduction to The Servant-Leader Within - A Transformative Path, Larry Spears identifies ten characteristics that are critically important for the development of servant leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people and building community. One of the key elements for developing the ten characteristics is knowing how to reach and teach those served. Knowing how people function, how they learn, and how they perceive the world provides the servant leader with strategies to create successful learning, teaching and training opportunities.

This class will explore a variety of learning/knowing styles:
• emotional intelligence,
• multiple learning styles,
• left and right brain functionality,
• creativity,
• spirituality,
• imagination,
• affective and cognitive approaches,

In conjunction with:
• feminist epistemology,
• the role of imagination and culture, and
• the use of narrative

to develop tools for cultivating the ten characteristics of an effective servant leader. These modalities will be "caught not taught" as we engage in the praxis of teaching-learning-knowing in small group presentations.
Course Goals and Outcomes
By the end of the class, students will:

- Know how they learn and know, how they function, and how they perceive the world,
- Develop strategies for their own work based on understanding how others learn and grow, how they function, and how they perceive the world,
- Understand how feminist epistemology affects praxis,
- Understand the role culture and story play in creating community, and
- Articulate a personal philosophy which integrates the characteristics of servant leadership with multiple ways of knowing in their particular field of interest.

Required Texts


We will be taking some personality surveys in class. There is a $25.00 materials fee to cover the costs of the tests and other material we will use. Payable to Silvia Behrend the first day of class.

Assumptions about the Class
Because this is both a theory and praxis class, most of the theoretical work will be completed before class. Students will have read the required readings and turned in the assignments before each class as assigned in the syllabus. During the class time itself, we will "practice" the various theories - this includes but is not limited to solo presentations, small and large group work. Small groups will sometimes meet between classes to prepare an assignment.

The overarching structure of the class is found in the foreword, introduction and the first three chapters of The Servant-Leader Within - A Transformative Path. All the work that we do, the theories we explore serve to develop the skills necessary to become an effective leader. Thus, the final assignment will be a 15 minute presentation utilizing what students have learned about servant-leadership and ways of knowing to the class. The content should be pertinent to student's own particular sphere of study/work/leadership. A paper detailing the purpose, methodology and rationale is due with the presentation. See the assignment section for the format.

Assignments
Beazley, Hamilton et al (2002). The Servant-Leader Within - A Transformative Path, Robert K. Greenleaf. New Jersey: Paulist Press. Write a 5-7 page paper on your understanding of how the transformational mandate of servant-leadership impacts your operating world view and your praxis as a leader in your field. DUE: June 23

Belenky, Mary Field, ed. Women's Way of knowing: The Development of Self, Voice and Mind. We will form small groups on June 30. Each group will meet during the week to discuss their
understanding of the differing voices of experience and power in preparation of creating a presentation. We will use some class time to finish the presentation. DUE: June 30

Bateson, C. M. Peripheral Visions. Prepare a way to demonstrate the essence of learning through experience and constructing continuity as it relates to your leadership style and praxis. It can be in any creative way possible (story/poem/video/dance/etc.,); use your imagination. Not longer than 10 minutes. DUE: July 7

Nachmanovitch, Stephen. Free Play: The power of Improvisation in Life and the Arts. Prepare a way to demonstrate your understanding and experience of imagination, inspiration, and improvisation. It can be in any creative way possible (story/poem/video/dance/etc.,); use your imagination. Not longer than 10 minutes. DUE: July 14

Edwards, K. The Memory Keeper's Daughter. We will discuss this book in class, paying particular attention to gender, emotional intelligence and servant-leadership. We will begin the final presentations. DUE July 21

Final assignment: Prepare a ten minute presentation about servant-leadership and ways of knowing to the class that is pertinent to your particular sphere of study/work/leadership (class, training session, etc.) Provide a detailed description of the methodology in this format:

- The purpose of the presentation
- The characteristic/s of servant-leadership addressed
- The activities chosen and which learning styles, ways of knowing, culture and imagination are addressed for self and for others
- A final statement integrating your view of servant leadership into your praxis.

This paper should not exceed ten pages including charts, graphs or other material used to support your methodology. DUE: With the presentation July 28

Assumptions about grading and attendance
Because my preferred teaching style is to apprentice, nurture and develop students, I assume that:

- Students in this and any other doctoral level class have the required expertise to comply with Gonzaga's and the Doctoral Leadership Studies Program grading and honor system.
- Students are able to write cogently, accurately and in accordance to the APA guidelines.
- Students have appropriately scheduled to attend every class and that emergencies arise. I would like to be notified in advance if possible.
- Weather is a concern; we will all use our best judgment about attending class during severe inclement weather. I will contact you via email if I am unable to cross the mountains due to severe weather conditions.
- Students know whether they are putting forth their best, good or mediocre efforts in terms of attendance and participation.
- We all know what excellent work looks like (A), what good work looks like (B), and what more marginal work looks like (C). We also know what it looks like when you don't really show up at all.
Thus, after I have received and reviewed the final presentation papers, we will have a phone conversation to determine your final grade. I am available to discuss students' progress at any time during the course, please email me at revdocsil@gmail.com and we will either make a telephone appointment or meet before class.

**Learning Activities, Assignments and Due Dates:**
Please be aware that you will be reading the material the week or weeks before the reflection is due. We will use the reading material for the class the day the reading is assigned.

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<th>Readings</th>
<th>Assignments</th>
<th>Tentative Topics</th>
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<tbody>
<tr>
<td>June 23</td>
<td>Beazley</td>
<td>Read Introduction, Foreword and Chapters 1-3 in Beazley</td>
<td>Learning styles and intelligences</td>
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<td>Take the following online tests and bring the results to class: Only take free tests available online, you should not pay for any tests.</td>
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<td>We will take the Gregorc Style Delineator and Myers/Briggs Personality Indicator in class</td>
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<td>June 30</td>
<td>Belenky</td>
<td>DUE: Reflection on Beazley. Group presentation of Belenky</td>
<td>Ways of Knowing</td>
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<td>July 7</td>
<td>Bateson</td>
<td>Solo Presentations</td>
<td>Culture</td>
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<td>July 14</td>
<td>Nachmanovitch</td>
<td>Solo Presentations</td>
<td>Imagination</td>
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<td>July 21</td>
<td>Edwards</td>
<td>Be prepared to represent the major characters in terms of voice, gender, culture and emotional intelligence. Begin</td>
<td>Imagination and Culture</td>
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<td>July 28</td>
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<td>Final Presentations</td>
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**Final assignment due by July 28. Be prepared to discuss your grade with me by the 31st.**

**Some caveats:**
- All of the above is subject to revision according to the needs of the class.
- Assignments are due as stated regardless of what we are doing that day
- Changes in location or any other changes are possible (and likely)
- I will notify the class through Blackboard of any changes, new information, or whatever needs to be relayed.
• Please assume that if I did not call you or email you back, it is not personal but rather that something prevented my immediate response. Please feel free to remind me.
• This is a highly participatory and active class. Dress for comfort; come hydrated, with food, and ready to have fun.

This course is taught in accordance with the policies and procedures set forth in the Fair Practice Manual, and complies with the Family Educational Rights and Privacy Act (FERPA). If you have a disability or suspect that you have a disability that requires any type of accommodation to fulfill the requirements of this course, please contact the Office of Disability Resources, Education and Access Management at (509) 313-4134 and notify the professor within the first week of the course.