DPLS 721 Leadership & Arts Based Understanding

Summer 2009 3 Credits
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Office Hours: by appt
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Dates: June 8-11 and 15-18

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.

Leadership requires a great deal of self-knowledge, growth and acceptance. I believe that a whole person emerges from the crucible of thought, action and reflection. This class is specifically designed for personal growth and development, using aesthetics and creativity in the form of stone sculpting as transformational possibilities. Stone is understood as metaphor for the soul/self; as we work on the stone, we may uncover parts of ourselves previously hidden. This leads to a more authentic self in relationship with others, a key element in leadership issues.

The course is based on the premise that there is a psychological and pedagogic mandate in using arts as a transformational tool for personal and community transformation. The goal is to allow the student to reflect on the process of engaging the authentic self in multiple contexts, including their theological/spiritual grounding.

There is no requirement for any kind of previous artistic experience; using stone carving is a way of evening the experience for everyone, we are all engaged as novices in this process. Students will need to wear clothing which will get dusty.

An additional $95.00 materials fee will be assessed to cover: stone, safety equipment (glasses, gloves, face masks, ear protection) files and the use of other carving tools.

Assumptions about the Class

Course Requirements
Students will:
• Complete all reading assignments and reflections before the start of class. Blackboard will be used as appropriate for readings and assignments.
• Complete one stone sculpture by the end of the class.
• Maintain a regular reflection practice during the class, this can be in journal format, in poetry or prose and may be send to me via Blackboard.
• Complete a three to five page reflection paper on the effect of the transformational process. This can be framed around any of the topics covered in class: psychology, pedagogy, spirituality, leadership theory and practice, soul/role dynamic, etc. This will be due two weeks after class ends

Required texts
• Your choice of one book or anthology of poetry. I am most familiar with the following poets: Mary Oliver, Stephen Mitchell, Rainer Maria Rilke, and Rumi. I encourage you to browse around until you find someone whose voice strikes you in some way.

Assignments Due before class starts:
For Behrend, Nachmanovitch and Palmer, write a short reflection (1-3 pages) on your understanding of the basic themes presented. These may be posted on Blackboard for reading by other students. If you use quotes, please use APA format for all papers.

For Kallos, be prepared to talk about the themes in class.

Write a short reflection (1-3 pages) on your understanding of how creativity and leadership interact. You may use this assignment as a way to question any aspect that interests you.

Be familiar with one book or collection of poetry of your choice. We will use the poems on the first day of class.

For each of the three weeks before class starts, write a daily reflection process on any of the following themes or anything that arises as you begin the process of maintaining a reflection practice.

• Hope
• Despair
• Faith
• Death
• Suffering
• Creativity
• Transformation
• Fear
• Desire
This is designed to start you on a regular practice before we meet. You may choose one theme a week, or simply reflect on what is most salient in your experience. Please write at least one page daily, not to exceed three pages a day. You may use Blackboard to send them to me; they will not be read by anyone else.

**Final Assignment:**
Write a three-to-five page reflection paper on the experience you had in the class as it pertains to your own particular field of study or interest in the area of leadership. Due two weeks after class ends.

**Methodology:**
The class will follow roughly the same format each time we meet:
- Movement meditation
- Reflection on the process/themes
- Stone work
- Reflection

**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.
- Students know whether they are putting forth their best, good or mediocre efforts in terms of attendance and participation.

**Learning Activities, Assignments and Due Dates:**
Please be aware that you will be reading the material six weeks ahead of the first class and that reflections are due by the date noted below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignments</th>
<th>Tentative Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 18, 2009</td>
<td>First week's reflection on themes</td>
<td>Daily reflection on themes</td>
<td>Hope despair, transformation, etc.</td>
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<tr>
<td>May 25, 2009</td>
<td>Second week reflections</td>
<td>Daily reflection on themes</td>
<td>Hope despair, transformation, etc.</td>
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<tr>
<td>June 1, 2009</td>
<td>Third week reflections</td>
<td>Daily reflection on themes</td>
<td>Hope despair, transformation, etc.</td>
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<td>June 8, 2009</td>
<td>Behrend</td>
<td>Paper</td>
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<td>June 11, 2009</td>
<td>Nachmanovitch</td>
<td>Paper</td>
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<td>June 15, 2009</td>
<td>Palmer</td>
<td>Paper</td>
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<td>July 3, 2009</td>
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<td>Final assignment</td>
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Some caveats:
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.

If you email me and do not get a response within 24 hours, please contact me, email is sometimes unpredictable. Behrend@ Gonzaga.edu

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 Standards and 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.

This class has at its core the implicit and now explicit understanding that together we will create the community and the address the needs of the individuals as we create together. Thus, anything is subject to change and revision (except the assigned texts and assignments.)

Grading
There are only two grades given in this class: An A or an Incomplete. Anyone not turning in the required assignments on time will receive an Incomplete.

I welcome the opportunity to journey together with other souls in search of authenticity. May the stones speak to you so that you may respond with love.