

**.Rutgers- The State University**  
**Department of Psychology/Jewish Studies Department**  
**School of Arts & Sciences—Spring 2015**

Course Title: Leadership, Service and Sense of Community: Perspectives from Jewish Tradition and Psychology

Course No. 01:830:451:01; 01:563:394:01

Meeting Times: Tuesday 8:40-11:40

Place: Tillett Hall, 246, Livingston Campus

Instructor: Maurice J. Elias, Ph.D.

Office: Livingston Campus, Psychology Building: Tillett Hall, Room 431

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Office Hours: By arrangement via email

Course Description: This course will explore how contemporary community psychological perspectives on leadership, service, and sense of community have roots in Jewish tradition, particularly as conveyed in the Bible. In particular, we will explore how current ideas and practices can be informed by those roots, and their implications for improving personal, organizational, and community leadership competence.

The inspiration for this course was a remarkable series of essays on portions of the Bible, written by Lord Rabbi Jonathan Sacks, that focused on lessons about leadership. In his essays, he brought in scholarship from a wide range of fields, including psychology. Because of the extraordinary influence of the Bible, and of biblical personalities, it seemed compelling to look more carefully at our emerging understanding of leadership, its connections to service, and sense of community. As I began to explore these connection further, I saw an additional element was necessary: meaning and purpose.

So, our exploration of leadership will draw from the work of leadership writing of Michael Fullan and Howard Gardner, as well as Rabbi Sacks. We will look to Viktor Frankl and Jeff Kress and some contemporary psychologists writing in the *American Psychologist* and elsewhere to guide us in thinking about meaning and purpose from a religious and non-religious perspective—as well as Rabbi Sacks.

We will look at some guiding principles of community psychology to understand the connection of sense of community to transcendence and service. And we will look at some case studies of leadership, including Martin Luther King, Jr., Eleanor Roosevelt, and Sargent Shriver.

But exactly where we head, since the course description says, “explore,” will depend in part on the perspectives and insights that students bring to the class, to the readings, to our discussions, and to the assignments.

Topical Outline  
Dates Due

Topic

Readings/Work Due

1/20	<u>I. Orientation to the Course</u> 1. Intro to Community Psych perspective 2. Intro to Jewish tradition perspective	<b>Sacks- Mikketz</b>  <b>MLK- Freedom</b> <b>[Bring these to class]</b>
1/27	<u>II. MLK as Leadership Example</u> 1. What is makes a Leader?	Gardner MLK and Stories Chapters
2/3	<u>III. Transcendence, Religion, Conscience</u>	Frankl Preface, Chapters 5, 6, 7
2/10	<u>IV. Meaning and Fulfillment</u>	Frankl Ch. 8,9 <b>Bring in REQ on Frankl Ch. 5-9</b>
2/17	<u>V. Meaning and Purpose from a Jewish Perspective</u>	Kress pp.29-49
2/24	<u>VI. Meaning and Purpose from a Psych Perspective</u> 1. A Neurobiological Perspective	Narvaez; Pinker <b>Bring in REQ on Narvaez &amp; Pinker</b>
3/3	2. Psychological Research	Articles from Am. Psychologist (TBD) Kress pp. 50-57 [Bring to Class]
3/10	<u>VII. The Origin of Key Concepts</u> 1. Leadership, Service, Transcendence. Community	<b>Bring in Internet Research Writeup</b>
3/24	<u>VIII. Sustainable Leadership</u> 1. Research Principles  2. Application in Schools	Fullan Ch. 1-4 Gardner Principles Fullan Ch. 5-7

3/31	<u>IX. Application to Case Examples</u>	
	1. Eleanor Roosevelt	Gardner on Roosevelt
	2. Sargent Shriver	Speeches TBD
	<u>X. Jewish Perspective on Leadership, Service</u>	
4/7	1. Nature and Meaning of Leadership	Sacks Readings-A
4/14	2. Leadership as Service	Sacks Readings-B <b>Bring in REQ Writeup of Sacks Readings A and B</b>
4/21	3. Personal Qualities of Leadership	Sacks Readings- C
4/28	<u>XI. Review and Integration</u>	Bring in Final Project

<u>Academic Expectation:</u> Evaluations will be based on:	<u>% of Grade</u>
1. <u>Class Participation:</u> Class sessions will be devoted primarily to clarifying and supplementing basic points in the readings and application to examples. Participation is assumed to reflect effort and interest, as well as knowledge. Work will often be done in class in small groups and pairs and everyone is expected to participate equitably.	15%
2. <u>Small Writing Projects:</u>  You will be asked to write up and hand in as HARD COPIES 3 sets of readings using the R-E-Q format described below. REQ write-ups are usually 2-4 pages double-spaced.  You will also do Internet background research on a concept and bring in a hard copy of no more than two pages. Further details will be provided in class.	15% each
3. <u>Final Project:</u> The Final Project will be a 10-page paper, analyzing a leader of your choice, using concepts and principles discussed in class. Further details will be provided in a handout.	25%

Attendance: Poor attendance will minimize the likelihood of one's obtaining a good grade, let alone a useful understanding of course material. Up to two unquestioned absences are permitted, but it's a good idea to let me know in advance if you cannot attend class.

### REQ FORMAT FOR ASSIGNMENTS:

Write up the assigned reading(s) using the R-E-Q format:

R = Revelations. Write 6 things that were revelations, or insights, to you as you read them, **noting where in the readings they occurred and how and why they were revelations or insights.**

E = Emotional Reactions. Write 2 things that led you to have strong emotional reactions as you read them. **Note where they occurred, what the emotional reactions were, and why you had these reactions.**

Q = Questions. Write 4 questions that occurred to you as you were reading, to which you would like answers, and/or areas with which you had disagreements. Make sure they are thoughtful questions/concerns and not simple factual questions that you can actually look up if you were truly interested in the answer.

REQ's can be written in outline form and you should number and carefully label each R, E, and Q. Bring in a hard copy (not hand written) on the day it is due because we usually will work with the write-ups in class. Use space and a half or double spacing so I can write comments on it and help you learn how to use this format well.

Plagiarism & Cheating: I dislike even mentioning this, but all of the Psychology Department has decided to cooperate with regard to plagiarism and cheating. Either event will result in a reduction of two levels on one's course grade, and a note

will be sent to the student's academic dean. *Remember, Internet searches can detect almost any phrase you borrow without citation. Better to be unoriginal than dishonest.* If you are having trouble with the material or an assignment, see me. I am here to help you learn the course material in any way that I can.

Texts (Available at the RU Bookstore):

1. Michael Fullan (2005), *Leadership and Sustainability: Systems Thinking in Action*, Corwin Press.
2. Viktor E. Frankl (2000), *Man's Ultimate Search for Meaning*, Basic Books.

The books are in the bookstore; if you order them on line, be sure to get these exact titles, because both individuals have many books with similar titles.

3. Materials to be handed out and to be downloaded from the class web site. It is E-College and NOT Sakai. Log in at <https://onlinelearning.rutgers.edu/ecollege-student-login>