

Spring 2017

GLBL252 COURAGE IN THEORY & PRACTICE

Exploring the theory & practice of courage to maximise personal effectiveness & impact

Syllabus Overview

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Course description:

An exploration of the concept of courage from philosophical, historical, and psychological perspectives, with a view to creating greater awareness and embodiment of courage in the current and future lives of the students.

The course starts by looking at definitions of courage, a task that has challenged philosophers for more than two millennia. We will look at research that has sought to define courage by identifying its essential constituent parts.

We then move on to the essential skill of critical thinking, which will inform the remainder of the course and, it is envisaged, the quality of students' participation in their other courses.

After an overview of the classic hero's tale (per Joseph Campbell) and what perspectives it lends to the study of courage, we examine psychological perspectives on how courage can be enhanced by finding intrinsic motivation and a sense of purpose and developing the right kind of mindset.

We then move to explore the practical application of courage in various contexts: decision-making, truth-telling, nonconformity, corporate management, the military, and politics.

In the final two weeks, we examine how we can promote courage in ourselves and others, and what the near future may demand of us in terms of courageous thought, speech, and action.

The course will be both theoretical and practical, and participants will be encouraged to embody the learning so as to take a more courageous approach to their future life and work. Specifically, the intended outcome of the course is to equip participants with the self-awareness and skills to live courageously, where "courageously" means a bold, visionary outlook, grounded in integrity, principles, and a strong sense of purpose.

Format:

This course will be primarily a moderated discussion, following on from some introductory remarks (and sometimes a short video) from the instructor. The discussion will cover thoughts arising from the prescribed reading, insights and feedback from the journaling exercises, and collaborative development of models of courage for the various topics outlined above.

Evaluation Criteria/Requirements:

Weekly Reaction Papers

Each week you will use a journal to record your thoughts and reflections inspired by the reading materials. You will summarise your key learnings into no more than 10 bullet points, taking up no more than two pages, and email to me in advance of our class. Each of the 13 assignments counts for 4% of your final grade (52%).

Contributions to class discussion:

Much of the value of this class will derive from lively class discussion, so everybody is expected to participate fully. If you are usually shy, this is a very appropriate opportunity to develop your courage. Useful tips [here](#). My evaluation of your level of contribution counts for 18% of your final grade.

Mid term submission: Outline (3 pages max) for your intended end term paper. I will review these and, if need be, discuss with you to ensure you are on track to do your best work, but they will not count towards your final grade. At mid term I will also give you feedback on your level of contribution to class discussion, so that you have the opportunity to improve your performance if required.

End term paper: Drawing on the reading materials you have studied during the course, summarise what you have learned about the theory of courage. Then describe why you believe courage to be important in the world today and/or in the near future, and how you intend to embody courage in your own life and work. Between 12 and 15 pages in length (double spaced, Times Roman 12 point font, with 1" margins). This will be evaluated for intellectual coherence, personal passion, insight, originality, actionability, and relevance. 30% of your final grade.

Film screenings: There will be 4 or 5 film screenings throughout the term, to explore representations of courage in popular culture. Each will be followed by a half hour discussion session. Attendance is strongly encouraged.

Principal Readings:

Pury, C. L. S., Lopez, S. J. "*The Psychology of Courage: Modern Research on an Ancient Virtue*" (First edition.). Washington, DC: American Psychological Association. 2010. (\$39.95)

Harbour, Michelle, and Kisfalvi, Veronika. "[*In the Eye of the Beholder: An Exploration of Managerial Courage*](#)". Journal of Business Ethics, February 2014.

Frankl, Viktor E. "*Man's Search for Meaning: An Introduction to Logotherapy*" (7th ed.). New York: Simon & Schuster, 1984. (\$9.99)

McGilchrist, Iain. "*The Divided Brain and the Search for Meaning*". Yale University Press, 2012. (\$1.26)

Misztal, Barbara A. "*Intellectuals and the Public Good: Creativity and Civil Courage*". Cambridge University Press, 2012. (\$45.99)

Jones, Bryan D. "*Reconceiving decision-making in democratic politics: Attention, choice, and public policy*". University of Chicago Press, 1994. (\$33.00)

Academic Integrity

The concepts of integrity, authenticity, and honesty are central to the ethos of this course. The intention is that you develop the courage of your convictions, with the emphasis on "your". I am not interested in you having the courage of somebody else's convictions.

Any of the following will be regarded as a grievous attempt to undermine the integrity of both the course and yourself, and to devalue your contribution to your own learning and that of your classmates: misrepresentation of others' work as your own, such as unacknowledged paraphrasing or quoting, use of another student's material, incomplete acknowledgment of sources (including internet sources), or submission of the same work to complete the requirements of more than one course.

Yale punishes academic dishonesty severely. The most common penalty is suspension from the university, but students caught plagiarizing are also subject to lowered or failing grades as well as the possibility of expulsion. Please be sure to review Yale's Academic Integrity Policy.

WEEKLY READINGS

[Scholarly readings are marked with an asterisk; 57 out of 77 readings]

Week 1: Definitions of Courage (PLEASE READ BEFORE FIRST CLASS)

(READING: 198 pages)

- *Pury, C. L. S., Lopez, S. J. (Eds). "*Part 1: What is Courage?*" *The Psychology of Courage: Modern Research on an Ancient Virtue* (First edition). Washington, DC: American Psychological Association, 2010. (82 pages)
- *Bargh, John A., and Morsella, Ezequiel. [*Unconscious Behavioural Guidance Systems*](#). New York. Oxford University Press, 2009. (36 pages)
- Frankl, Viktor E. "*Part 1: Experiences in a Concentration Camp*". *Man's Search for Meaning: An Introduction to Logotherapy* (7th ed.). New York: Simon & Schuster, 1984. (80 pages approx.)

Week 2: The Hero's Tale

(READING: 159 pages)

- *Allison, Scott T., Goethals, George R. and Kramer, Roderick M. "[*Setting the Scene: The Rise and Coalescence of Heroism Science*](#)" New York: *Handbook of Heroism and Heroic Leadership*, 2017. (38 pages)
- *Misztal, Barbara A. "*Intellectuals and the Public Good: Creativity and Civil Courage*". Cambridge University Press, 2012. pp107-150 (44 pages)
- *Goldberg, Lisa. "[*The Hero's Journey: Tracing the History of the Myth to the Celebrity*](#)". Major Research Paper, Joint Graduate Program in Communication and Culture, Ryerson University – York University. Toronto, 2009. (72 pages)
- Brown, John L., & Moffett, Cerylle A. "[*Hero's Journey: How Educators Can Transform Schools and Improve Learning, Chapter 1: Educational Transformation and the Hero's Journey*](#)". Alexandria, VA. Association for Supervision & Curriculum, 1999. (5 pages)

Week 3: Intellectual Courage

(READING: 156 pages)

- *Misztal, Barbara A. “*Intellectuals and the Public Good: Creativity and Civil Courage*”. Cambridge University Press, 2012. pp11-101. (91 pages)
- *Movshovitz-Hadar, Nitsa, and Kleiner, Israel. “[Intellectual courage and mathematical creativity](#).” *Creativity in mathematics and education of gifted students*, 2009. pp31-50. (19 pages)
- *Giroux, Henry A., and Susan Searls Giroux. “[Academic culture, intellectual courage, and the crisis of politics in an era of permanent war](#)”. *Take back higher education*. Palgrave Macmillan US, 2004. pp53-87. (35 pages)
- *Lai, Emily R. “[Critical Thinking: A Literature Review](#)”. Pearson, 2011. (50 pages)
- “Chapter 3: *Becoming a Fair-Minded Thinker*”, and “Chapter 4: *Self-Understanding*”. [Thinking Tools to Improve Your Life](#). Westside Toastmasters. (11 pages)

Week 4: Motivation and Purpose

(READING: 147 pages)

- *Misztal, Barbara A. “*Intellectuals and the Public Good: Creativity and Civil Courage*”. Cambridge University Press, 2012. pp153-208
- *Steger, Michael F. “[The Oxford Handbook of Positive Psychology, Chapter 64: Meaning in Life](#)”. Oxford University Press, 2009. (11 pages).
- *Martinsson, Peter, Myrseth, Kristian Ove R., and Wollbrant, Conny. “[Reconciling Pro-social vs. Selfish Behavior: On the Role of Self-control, Judgment and Decision Making](#)”, *Judgment and Decision Making*, vol. 7, no. 3, May 2012, pp. 304-315 (10 pages)
- *Lai, Emily R. “[Motivation: A Literature Review \(Research Report\)](#)”. Pearson, 2011. (44 pages)
- *Vansteenkiste, Matos, et al. “[Understanding the impact of intrinsic versus extrinsic goal framing on exercise performance: The conflicting role of task and ego involvement](#)”. *Psychology of Sport and Exercise*. Leuven, Belgium, 2006. (24 pages)
- Govindarajan, Vijay, and Faber, Hylke. “[From Accountant to Yogi: Making a Radical Career Change](#)”. *Harvard Business Review*, 2016. (3 pages)

Week 5: The Courageous Mindset

(READING: 151 pages)

- *Pury, C. L. S., Lopez, S. J. (Eds). “*Part 2: Basic Research and Theory*”. *The Psychology of Courage: Modern Research on an Ancient Virtue* (First edition.). Washington, DC: American Psychological Association, 2010. (75 pages)
- *Schwartz, Arthur J. “[Searching for Courage: Exploring the Idea of a Courageous Mindset](#)”. Widener University: Oskin Leadership Institute, 2013. (16 pages)
- Frankl, Viktor E. “*Part 2: Logotherapy in a Nutshell*”. *Man's Search for Meaning: An Introduction to Logotherapy* (7th ed.). New York: Simon & Schuster, 1984. (60 pages)

Week 6: Courageous Decision-making

(READING: 178 pages)

- *Jones, Bryan D. "*Part 1: The Paradox of Temporal Political Choice*". *Reconceiving decision-making in democratic politics: Attention, choice, and public policy*. University of Chicago Press, 1994. pp1-132 (132 pages)
- Hammond, John S., Ralph L. Keeney, and Howard Raiffa. "*The hidden traps in decision making*." *Harvard Business Review* 76.5, 1998. pp47-58. (12 pages)
- Kelman, Steven et al. "*I Won't Back Down: Complexity and Courage in U.S. Federal Executive Decision Making*" (summary). Academy of Management, 2014. (3 pages)
- *Kidder, Rushworth M. "*Chapter 1: The Ethics of Right versus Right*". *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*. Institute for Global Ethics, 2009. (15 pages)
- Buchanan, Leigh, and O'Connell, Andrew. "*A Brief History of Decision Making*." *Harvard Business Review*, 2006. (16 pages)

Week 7: Courage and Truth

(READING: 136 pages)

- *Greene, Joshua. "*Chapter 3: Moral Psychology And Projective Error*". *The Terrible, Horrible, No Good, Very Bad Truth About Morality And What To Do About It*. Princeton University, 2002. pp142-207 (65 pages)
- Asch, Solomon E. "*Opinions and Social Pressure*". *Scientific American*, November, 1955. (8 pages)
- Milgram, Stanley. "*Which Nations Conform Most?*" *Scientific American*, December, 2011. (7 pages)
- *Turner, John C., and Oakes, Penelope J. "*The Significance of the Social Identity Concept for Social Psychology with Reference to Individualism, Interactionism and Social Influence*". London: *The British Journal of Social Psychology*, 1986. (15 pages)
- *Danca, Wilhelm (ed.). "*Chapter VIII: Between Betrayal and Heroism*". *Truth and Morality: The Role of Truth in Public Life*. Washington DC: The Council for Research in Values and Philosophy, 2008. pp103-112. (10 pages)
- *Foucault, Michel. "*The Courage of Truth: The Government of Self and Others II - First Lecture*". Picador, 1984. (11 pages)
- Riddle, Douglas. "*Truth and Courage: Implementing a Coaching Culture (White Paper)*". Center for Creative Leadership, 2016. (20 pages)

Week 8: Managerial Courage

(READING: 129 pages)

- *Harbour, Michelle, and Kisfalvi, Veronika. "*In the Eye of the Beholder: An Exploration of Managerial Courage*". *Journal of Business Ethics*, February 2014. (23 pages)
- *Sekerka, Leslie E., Bagozzi, Richard P. and Charnigo, Richard. "*Facing ethical challenges in the workplace: Conceptualizing and measuring professional moral courage*." *Journal of Business Ethics* 89.4, 2009. pp565-579. (15 pages)
- *Harris, Howard. "*Courage As A Management Virtue*." *Business & Professional Ethics Journal* 18.3/4, 1999. pp27-46. (20 pages)
- *Worline, Monica C., Wrzesniewski, Amy, Rafaeli, Anat. "*Chapter 9: Courage and Work: Breaking Routines to Improve Performance*." *Emotions in the Workplace*:

Understanding the Structure and Role of Emotions in Organizational Behavior.
Pfeiffer, 2002. (19 pages)

- *Koerner, Melissa M. "[Courage as Identity Work: Accounts of Workplace Courage](#)". *Academy of Management Journal*, 2014. (31 pages)
- *Ayling, D. "[Fostering moral courage: What do business students learn about professional ethics in cooperative education placements?](#)". In R. Coll (Ed.). Proceedings of the 9th Annual NZACE Conference, Queenstown, 2006. pp. 116-120. (6 pages)
- Reardon, Kathleen K. "[Courage As A Skill](#)". *Harvard Business Review*, 2007. (5 pages)
- Lombardo, Michael M., and Eichinger, Robert W. "[Managerial Courage](#)". Lominger International, 2010. (10 pages)

Week 9: Nonconformity

(READING: 161 pages)

- *Samuelson, W., and Zeckhauser, Richard. "[Status Quo Bias in Decision Making](#)". Boston: *Journal of Risk and Uncertainty*, 1988. (53 pages)
- *Bellezza, Gino, Keinan. "[The Red Sneakers Effect: Inferring Status and Competence from Signals of Nonconformity](#)". Harvard Business School: *Journal of Consumer Research*, 2014. (20 pages)
- *Lumbert, Samantha P. "[Conformity and Group Mentality: Why We Comply](#)". Rochester Institute of Technology, 2005. (4 pages)
- *Faunce, T., S. Bolsin, and W. P. Chan. "[Supporting whistleblowers in academic medicine: training and respecting the courage of professional conscience](#)." *Journal of Medical Ethics* 30.1. 2004. pp40-43. (4 pages)
- *Mahoney, Jack. "[Editorial adieu: Cultivating moral courage in business](#)." *Business Ethics: A European Review* 7.4. 1998. pp187-192. (6 pages)
- *Comer, Debra R., and Vega, Gina. "[An experiential exercise that introduces the concept of the personal ethical threshold to develop moral courage](#)." *Journal of Business Ethics Education* 2.2. 2005. pp171-197. (27 pages)
- *Lachman, Vicki D. "[Moral courage: A virtue in need of development?](#)" *Medsurg Nursing* 16.2. 2007. pp131-3. (3 pages)
- *Nemeth, Charlan, and Chiles, Cynthia. "[Modelling courage: The role of dissent in fostering independence](#)." *European Journal of Social Psychology* 18.3. 1988. pp275-280. (6 pages)
- *Sparks, Holloway. "[Dissident citizenship: Democratic theory, political courage, and activist women](#)." *Hypatia* 12.4. 1997. pp74-110. (36 pages)
- Deterline, Brooke. "[How to Cultivate Ethical Courage](#)". 2016. (2 pages)

Week 10: Military Courage

(READING: 188 pages)

- *Pury, C. L. S., Lopez, S. J., & Courage Summit. "[Chapter 9: Courage in Combat](#)." *The Psychology of Courage: Modern Research on an Ancient Virtue* (First edition.). Washington, DC: American Psychological Association, 2010. (20 pages)
- *Hartley, David H. "[Sun Tzu and Command Assessment: A Study on Commander's Courage](#)". School of Global Leadership & Entrepreneurship, Regent University: *International Journal of Leadership Studies*, 2011. (11 pages)

- *Rachman, Stanley. "[*Development of Courage in Military Personnel in Training and Performance in Combat Situations*](#)". London University, UK: Institute of Psychiatry, 1995. pp1-121. (121 pages)
- *Baylor, Richard A. "[*Field Marshal Sir William J. Slim-Paragon of Moral and Ethical Courage*](#)". Army War Coll Carlisle Barracks, PA, 1998. (36 pages)

Week 11: Political Courage

(READING: 181 pages)

- *Jones, Bryan D. "[*Part 2: The Paradox of Issue Evolution*](#)". *Reconceiving decision-making in democratic politics: Attention, choice, and public policy*. University of Chicago Press, 1994. pp135-240 (105 pages)
- *Hochschild, Fabrizio. "[*In and Above Conflict: A Study on Leadership in the United Nations*](#)". Geneva, 2010. pp71-93. (22 pages)
- *Scorza, Jason A. "[*The ambivalence of political courage*](#)." *The Review of Politics* 63.04, 2001.: pp637-662. (26 pages)
- *Maanga, Godson S. "[*The relevance and legacy of Nelson Mandela in the twenty-first century Africa: An historical and theological perspective*](#)". *African Journal of History and Culture*, 2013. (18 pages)
- Boyson, Rhodes, and Martino, Antonio. "[*What We Can Learn from Margaret Thatcher*](#)". The Heritage Foundation. (10 pages)

Week 12: Nurturing Courage in Self and Others

(READING: 126 pages)

- *L Pury, C. L. S., Lopez, S. J. (Eds). "[*Chapter 10: Developing Courage in Followers: Theoretical and Applied Perspectives*](#)". *The Psychology of Courage: Modern Research on an Ancient Virtue* (First edition.). Washington, DC: American Psychological Association, 2010. (22 pages)
- *Hochschild, Fabrizio. "[*In and Above Conflict: A Study on Leadership in the United Nations*](#)". Geneva, 2010. pp 94-107. (14 pages)
- *Klaassen, Cees. "[*Chapter 2: Teachers' Views and the Need for Moral Courage*](#)". "[*Moral Courage and the Normative Professionalism of Teachers*](#)". Rotterdam: Sense Publishers, 2010. (34 pages)
- *Christensen, David, Jeff Barnes, and David Rees. "[*Developing Resolve to Have Moral Courage*](#)." *Journal of Business Ethics Education* 4, 2007. pp79-96. (18 pages)
- *Sekerka, Leslie E., and Lindsey Godwin. "[*Strengthening professional moral courage: A balanced approach to ethics training*](#)." *Training & Management Development Methods* 24.5, 2010. pp63-74. (12 pages)
- *Park, Hun-Joon. "[*Can business ethics be taught?: A new model of business ethics education*](#)." *Journal of Business Ethics*, 1998. pp965-977. (12 pages)
- *Hernandez, Morela. "[*Promoting stewardship behavior in organizations: A leadership model*](#)." *Journal of Business Ethics* 80.1. 2008. pp121-128. (8 pages)
- *Lachman, V.D. "[*Strategies Necessary for Moral Courage*](#)". *The Online Journal of Issues in Nursing* Vol. 15, No. 3, Manuscript 3, Sept 30, 2010. (5 pages)
- Goldberger, Carrie, and Kratz, Corinne A. "[*Nelson Mandela: Confidence to Inspire*](#)". Quantified Communications, 2013. (2 pages)

Week 13: Courage and the Future

(READING: 165 pages)

- *Greene, Joshua. "[Chapter 5: Revisionism in Practice](#)". (Section 5.2 onwards). *The Terrible, Horrible, No Good, Very Bad Truth About Morality And What To Do About It*. Princeton University, 2002. pp290-352 (62 pages)
- *Misztal, Barbara A. "*Intellectuals and the Public Good: Creativity and Civil Courage*". Cambridge University Press, 2012. pp210-238. (29 pages)
- *Gratton, Lynda. "[Chapter 1: Trends Shaping Corporations and Work](#)". *The Key: How Corporations Succeed by Solving the World's Toughest Problems*. McGraw-Hill Education, 2014. (10 pages)
- *McGilchrist, Iain. "*The Divided Brain and the Search for Meaning*". Yale University Press, 2012. (31 pages)
- De Rato, Rodrigo. "[Confronting the Future with Wisdom and Courage](#)" (speech) International Monetary Fund, 2007. (4 pages)
- Raskin, Paul. "[World Lines: A Framework for Exploring Global Pathways](#)". Boston: Tellus Institute, 2008. (31 pages)
- Adams, David. "*Psychology for Peace Activists: A New Psychology for the Generation Who Can Abolish War*" [Part 1](#), [Part 2](#). New Haven, CT: The Advocate Press, 1995. (52 pages)
- Frankl, Viktor E. "*Postscript: The Case for a Tragic Optimism*". *Man's Search for Meaning: An Introduction to Logotherapy* (7th ed.). New York: Simon & Schuster, 1984. (20 pages)