Course Description

This seminar will examine the life, thought, and work of Martin Luther King, Jr. as a resource for the conceptualization and development of ethical leadership. Ethical leadership, as the term implies, is concerned with moral questions that leaders face in respect to discernment, deliberation and decision-making in public life. Students will be introduced to classical ethical theories with special emphasis on narrative-based ethics that highlight the role and place of tradition and storytelling; and King’s distinctive interpretations of the practices of character, civility and the community and their relevance for the formation of emerging leaders. King’s perspective will be examined against the background of selected contemporary leadership theories and practice, classical Christian views, late nineteenth-century dissenting traditions, uplift ideology, the early twentieth-century American Social Gospel Movement, the Boston Personalist Tradition, the Modern Civil Rights Movement, feminist/womanist studies, critical race theory and contemporary global perspectives on issues of justice and peace.

Learning Goals

Upon the completion of this seminar, students should be able to demonstrate:

- A basic knowledge of primary and secondary texts and traditions that were part of the moral formation, social vision and ethical leadership of Martin Luther King Jr.
Luther King, Jr.
- An understanding of Martin Luther King, Jr. as a critical resource for ethical leadership practices with particular emphasis on contemporary social issues
- An understanding of Martin Luther King, Jr.’s leadership practices in respect to racial/ethnic, gendered, sexual and religious identities
- An understanding of the implications of Martin Luther King, Jr.’s vision of national and global community for emerging leaders in contemporary contexts
- A capacity and explore practices from a variety of leadership perspectives
- An ability to identify classical and contemporary expressions of ethical deliberation
- An ability to reflect upon the relevancy of “character, civility, and community” for their leadership practices

This Seminar will be taught using discussion of key readings, lectures, documentary film, and archival research, interaction with leading authorities on King and the Modern civil rights movement and student presentations.

**Required Texts**


Various articles and Book Chapters available on the course’s Blackboard website.

The class will utilize Gottlieb Archival Research Center for MLK Papers.

**Recommended Texts**


__________. *At Canaan’s Edge: America in the King Years, 1965-1968.* New York: Simon


**Course Policies**

- Late Work Policy: Work will not be accepted late.
- Plagiarism: Do not plagiarize. For more details on this and other expectations of the Boston University STH Academic Code of Conduct, please see the following website: [http://www.bu.edu/sth/academics/academic-conduct/](http://www.bu.edu/sth/academics/academic-conduct/)
- Paper Formatting: Unless otherwise noted, all written work must follow the Turabian style. A guide for the Turabian formatting style can be found at the following website: [http://www.lib.berkeley.edu/instruct/guides/chicago-turabianstyle.pdf](http://www.lib.berkeley.edu/instruct/guides/chicago-turabianstyle.pdf)
- Inclusive Language: the instructor will conscientiously attempt to use inclusive language, images, and metaphors in both their speaking and writing.
- Students with Disabilities: “Any students who believe they have a disability should meet with BU Disability Services as soon as possible at the beginning of the semester to initiate disability verification and discuss accommodations that may be necessary to ensure your successful completion of course requirements. That office is at 19 Deerfield Street and can be contacted at 617-353-3658. Request for accommodations are then sent by that office to the Academic Dean who forwards them to the Instructor.
- Doctoral Students: students taking the course for doctoral credit will be required to do all work at a doctoral level.

**Evaluation**

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<th>ASSIGNMENT</th>
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<tr>
<td>Response Papers</td>
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<td>Précis</td>
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<td>Term Project</td>
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<td>Attendance and participation</td>
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Reading Response Papers

Each week all students are required to submit a two-page response paper on the assigned readings. The response papers will be posted on the Blackboard Discussion Board for class response and interaction. The response paper must be typed, single-spaced, using the 12pt Times New Roman font. The response papers must be posted no later than _______. The first page of the response paper should provide a concise summary of the readings identifying the authors’ basic arguments and development; the second page should reflect your critical engagement with the ethical and leadership issues at stake. Do not use footnotes, but reference page numbers using parentheses. Students will be allowed to drop the grade of one reading response paper.

Sites of Memory Tour*

In collaboration with the Dean of Students Office, during Spring Recess, March 5-13, students will be invited to participate in a Sites of Memory Tour which will involve traveling by bus or airline to Atlanta, Georgia where they will spend two days visiting historic sites related to Martin Luther King, Jr. and the modern civil rights movement (a National Park Service tour to his birthplace, the historic Ebenezer Baptist Church, The MLK Center for Nonviolence and his alma mater, Morehouse College; the third day will involve a trip to the 16th Street Baptist Church, the site of the September 15, 1963 bombing that took the lives of Addie Mae Collins, Cynthia Wesley, Carole Robertson and Carol Denise McNair; and on the fourth day, a visit to the Edmund Pettis Bridge in Selma, Alabama, March 7, 1963). Students will be required to keep a journal of the tour and to integrate their experiences into their term project.

Précis

Each student will submit a 3-5 page précis, an annotated outline and annotated working bibliography for the term project. This précis is due _______. Students must meet with the professor concerning their research topic by _____________.

Term Project

The term project can be an e-portfolio project that focuses on a particular social justice issue that the student would like to engage (e.g. gun violence, racism, sexism, environmental justice, diversity); or a 12-15 page research paper or Martin Luther King’s life and work as a critical resource for the development of ethical leadership with respect to a particular social justice issue. The project will be due ____________. The paper should be typed, double-spaced and with proper citations and bibliography. Each student will also give a presentation on their term project towards the end of the class.
Course Schedule and Reading Assignments

January 19 & 21
INTRODUCTION AND OVERVIEW OF SEMINAR
“From Montgomery to Memphis” (Film Documentary) and discussion

Week II
LEADERSHIP—A MANY SPLENDORED AND SPLINTERED THING:
Introduction to Leadership Theories and Practices

January 26 Reading Assignments:
  Chapters 9-11, pp. 185-286
  *(Complete Leadership Trait Questionnaire in Northouse, pp. 38-39, before class)

January 28 Visit to Gotlieb Archival Research Center, Library, 5th Floor

Week III
AT THE INTERSECTION WHERE WORLDS COLLIDE:
Introduction to Ethical Leadership Theory and Practice

February 2 Reading Assignment:
• Ethical Leadership, Fluker, Introduction and Chapters 1 and 2, pp. 1-55.

February 4
• Ethical Leadership, Fluker, Chapters 6 and 7, pp. 157-174
• “Rhetorical: Martin Luther King, Jr.” in Wills, Certain Trumpets, pp. 211-226

Week IV: REMEMBERING THE STORY:
Experiential and Social Sources in the Moral Development of Martin Luther King, Jr.

February 9 Readings:
• Becoming King, Jackson, Introduction - Chapter 4 (pp. ix-114)

February 11 Readings:
• I May Not Get There, Dyson, Introduction, (pp. 1-10)

Week V REMEMBERING AND RETELLING THE STORY:
Intellectual and Cultural Formation

February 16 Readings:
• Becoming King, Jackson, Chapter 5-Epilogue (pp. 115-186)
• “Martin Luther King, Jr.: Prophetic Christian as Organic Intellectual,” West, Prophesy Deliverance! pp. 3-12
• “My Pilgrimage to Nonviolence,” King, A Testament of Hope, pp. 473-481

February 18 Readings:
• “Nobody Knows the Trouble I See,” Reagon, TJAH Vol. 78, pp. 111-119
• Martin Luther King, Jr.: The Making of a Mind, Ansbro, Chapter 1, 3 (pp. 1-36; 71-109)

Week VI WHAT’S LOVE GOT TO DO WITH IT?
Love, Justice and Power

February 23 Readings:
• I May Not Get There, Dyson, Introduction, Chapters 1-2 (pp. 11-50)
• “A Tough Mind and A Tender Heart,” King in Strength to Love (pp. 1-7)
• “Love in Action,” King in Strength to Love (pp. 25-33)

February 25 Readings:
• “Love, Power, and Justice,” Tillich, pp. 1-34; 107-25
Week VII TRANSFORMED NONCONFORMIST:
Ethical Leadership, Spirituality and Social Transformation

March 1  Readings:
• “Love, Law, and Civil Disobedience,” King in *A Testament of Hope*, pp. 43-53
• “Nonviolence, The Only Road to Freedom,” King in *A Testament of Hope*, pp. 54-61
• “Transformed Nonconformist,” King in *Strength to Love*, Chapter 2 (pp. 21-29)
• “The Death of Evil Upon the Seashore,” King in *Strength to Love*, Chapter 8 (pp. 77-86)
• “Discerning the Signs of History,” in Carson Vol. 6, pp. 216-219

March 3  Readings:
• *I May Not Get There*, Dyson, Introduction, Chapters 6-7 (pp. 123-154)
• *Martin Luther King: An Inconvenient Hero*, Harding, Chapters 1, 3-4 (pp 1-22; 45-68)

March 5-13 SPRINGBREAK—Sites of Memory Tour*

Week IX THERMOSTATS OR THERMOMETERS/HEADLIGHTS OR TAIL LIGHTS? Ethical Leadership, Religion and Culture

March 15 Readings:
• “Letter from Birmingham Jail,” *King Papers*
• “Some Things We Must Do” in Papers Vol. IV pp. 328-343
• “Facing the Challenge of a New Age,” *King Papers*, pp. 451-463
• “Playboy Interview: Martin Luther King, Jr.,” in *A Testament of Hope*, pp. 340-377
• “The Death of Evil Upon the Seashore,” King, *Strength to Love*, Chapter 8 (pp. 77-86)

March 17 Readings:
• *The Voice of Conscience*, Baldwin, Chapters 2-4 (pp. 51-180)
• *The Origins of the Civil Rights Movement*, Morris, Chapter 1 (pp. 1-16)

March 17 PRÉCIS DUE
Week X NATIONAL DREAMS AND POST-NOCTURNAL NIGHTMARES:
Ethical Leadership and King’s Vision of National Community, Part I

March 22 Reading:
• *Martin and Malcolm and America*, Cone, Chapter 3-4 (pp. 58-119)

March 24 Reading:
• *Where Do We Go from Here*, King, Chapters 1-2 (pp. 1-66)

Week XI NATIONAL DREAMS AND POST-NOCTURNAL NIGHTMARES: Ethical Leadership and King’s Vision of National Community Part 2

March 29 Readings:
• *I May Not Get There*, Dyson, Introduction, Chapters 3-5; pp. 51-122
• “The Ethical Demands for Integration,” King in *A Testament of Hope*, pp. 117-125

March 31 Readings:
• *Why We Can’t Wait*, King in *A Testament of Hope*, pp. 518-554

Week XII THE WORLD HOUSE: Ethical Leadership and King’s Vision of Global Community

April 5 Readings:
• “Prophetic Vision: Global Analysis and Local Praxis”, West, *The Radical King*, pp. 73-112

April 7 Readings:
• *Martin and Malcolm and America*, Cone, Chapter 11 (pp. 288-314).
• The Trumpet of Conscience, King in *A Testament of Hope*, pp. 634-653

Week XIII MARTIN LUTHER KING, JR. AND THE PERSISTENT PROBLEM OF PATRIARCHAL LEADERSHIP:
Ethical Leadership, Gender, and Sexuality

April 12 Readings:
• *I May Not Get There*, Dyson, Chapters 8, 10 (pp. 155-74; 197-224)
• “Beyond Patriarchy,” Linda Wynn in *The Domestication of Martin Luther King, Jr* pp. 55-88
• “Gay Rights and the Misuse of Martin,” Traci West in *The Domestication of Martin Luther King, Jr.*, pp. 141-156

April 14 Readings:
• “Drum Major for Justice or Dilettante of Dishonesty,” Cheryl Kirk-Duggan in *The Domestication of Martin Luther King, Jr.*, pp. 100-119

Week XIV WHERE DO WE GO FROM HERE?
Martin Luther King’s Enduring Legacy

April 19 Readings:

April 21 Readings
• *I May Not Get There*, Dyson, Introduction, Chapters 11-13 and Epilogue (pp. 225-312)

Week XV TERM PROJECT PRESENTATIONS
(April 26 and 28)

May 7 TERM PROJECT DUE

*The Site of Memory Tour is under consideration with Dean Elmore.*