LDR 200
Leadership Ethics

Summer 2018, July 16-August 3

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FOR TECHNICAL ASSISTANCE: Do not contact the instructor. Instead, call 1-877-947-HELP or 207-581-4591 or e-mail dlltechhelp@maine.edu

Technical support office hours:
8am to 4:30pm (M-F) during May Term, Summer & Breaks
8am to 6pm (M-TH) & 8am to 5pm (F) during Fall & Spring semesters
Limited Email Support Nights, Weekends, School Breaks & Holidays

Course Format

This is an on-line course that uses the Blackboard system. There is no physical classroom meeting space or time. All course materials (except for the required books), including lecture notes and videos, discussion questions, your responses and questions, examinations, and all other assignments will be posted to Blackboard. You can of course e-mail me individually with any questions and/or concerns that you wish to raise privately, but all material meant to be engaged by the class as a whole should be posted to Blackboard. If you are having any trouble accessing or using Blackboard, please contact technical assistance through the avenues listed above.

Course Objectives and Focus

Ethics deals with fundamental matters of right and wrong, arguably the single most important element of human behavior. Leadership is the exercise of influence over others in a group setting. Leaders of course need followers, so followers are critical as well. So the focus on this course on leadership ethics is on the special moral obligations, challenges, pitfalls, and opportunities present when one individual or a group of individuals is/are in a position of influence over other individuals. What is ethical leadership? What does it look like? What are its implications?

As a result of successfully completing this course, students will be able to:
Define ethical leadership and identify when it is in place and when it is lacking.
Identify and explain the obligations entailed in ethical leadership.
Identify the threats to ethical leadership, and explain how they might be avoided.
Discuss the role of character in ethical leadership.
Discuss various ways to measure ethical leadership.
Contextualize what ethical leadership could look like in a variety of settings and situations.

Course Requirements

I have attempted to structure this course so that there will be many opportunities for students to perform well. Below is a list of the components that will determine a student’s final course grade, along with a brief description of each.

Student Postings: This course is organized around the reading and viewing materials for each of our class sessions. It is imperative that you complete all of the assigned materials for this course. In addition to forming the shared foundation for our discussions in this course, completing all the required materials in a timely fashion will be essential for your grade. For each of our 13 substantive class sessions, each student will have to submit two postings. The first will be an initial reaction to the materials assigned for that particular session. The second posting will be a response to the initial reaction of at least one other student in the class. The initial reaction is due by noon on the day of each session, and the response is due by 8:00pm on the same day. Submit your postings to the posting area for each session. The postings for each session will be worth 15 total points, with the initial reaction worth 10 and the response worth 5. An initial reaction posting should be approximately 2-3 paragraphs in length, and a response should be approximately 1-2 paragraphs in length. Please note the use of the word “approximately” in both of the previous two sentences. The postings are worth 60% of a student’s final course grade.

Some additional information about the format and content of the postings is provided below:

1. Postings should clearly show that you have completed the assigned materials, but they should not be summaries of the materials. Your postings should present an argument or point of view regarding the assigned material. The position presented in your postings should always be clear, well argued, and supported by evidence and concise reasoning. As a student at a distance, it is important that you know about the University of Maine policy on academic integrity. Violations of student academic integrity include any actions which attempt to promote or enhance the academic standing of any student by dishonest means (e.g., cheating, plagiarism, fabrication, and academic misconduct). Students may be accuse, charged, and penalized for any violations as appropriate. Please refer to the University of Maine Student Conduct Code for definitions and procedures. The University of Maine Student Conduct Code can be viewed at: http://umaine.edu/handbook/policies-regulations/student-conduct-code/

2. All postings must be your own words and thoughts. First and foremost, we are engaging in an intellectual dialogue here. Using the thoughts and words of others, with proper attribution, to support your own points is a valuable contribution to this dialogue. Claiming others’ thoughts and words as your own is not. In addition, plagiarism is strictly prohibited by University of Maine policy, and such academic dishonesty will be dealt with harshly in this course. More is said on plagiarism under “Student Responsibilities” below.
3. All postings should be carefully edited for content, style, punctuation, and grammar before being posted to the class. Purchase a style guide (if you do not already own one) and use it as you compose your postings. Make sure to use standard English, proper grammar, and an academically rigorous writing style, not the sloppy, informal electronic language that we all sometimes fall into when composing e-mail, exchanging instant messages, or contributing to online chat rooms. This is a college course, and one of its central purposes is to further develop your skills as writers. Postings will be evaluated on both substance and writing quality.

4. Perhaps most important, all postings must show respect for the ideas and opinions of others in this course. This class is a community where all have the right to feel comfortable to freely express their ideas and contribute to the community dialogue. It is the responsibility of all of us to insure that this is the case. This does not mean that criticism of others’ ideas is unacceptable. On the contrary, critiquing the thoughts of others (and of ourselves) is absolutely essential for real learning to occur. However, critiques must always be offered in a professional, courteous, and respectful way. Personal attacks and ridicule should be avoided at all costs, and will not be allowed in this course.

All postings must be submitted on time, or they will subject to a late-penalty of 1 point per hour of lateness for both initial reaction postings and response postings. Extensions to the posting deadline must be requested in writing. The only exception on this matter will be if there is a failure with the University’s network or with the Blackboard system.

Case Studies: Each class session with the exception of Session 1 will have at least one (and sometimes more than one) short case study available for students to engage. These are noted in the course schedule outlined below. Each student has to complete five case study engagements for this course. Each engagement has a maximum length of 500 words, not counting the title and citations. A case study engagement should entail the student's reaction to and interpretation of the particular case study. Each case study has a series of questions at the end that can be used to guide the engagement, but the questions do not need to be answered explicitly. Case study engagements should be submitted in the case study engagement assignment submission area in Blackboard. Case studies are due three days from the date of the Session of which they are a part. Each case study engagement is worth 5% of a student's final course grade, with the five case study engagements accounting in total for 25% of the final course grade.

Final Examination: There will be a final examination for this course. It will be completely open-book and open-note, and the material on the exam will be mixture of short and long essay questions. Students must work on the final examination independently. The final examination will be posted by 6:00pm on Thursday, August 2 and will be due to the final examination assignment submission area in Blackboard by 9:00pm on Sunday, August 5. There will be a late-penalty of 10 points per hour for late exams, with the same exceptions noted above. Your responses to the final examination will be evaluated on both content and writing quality. The final examination is worth 15% of a student's final course grade.

Summary of Course Grade Components:
Initial Reaction and Response Postings: 60%
Case Studies (5 total): 25%
Final Examination: 15%

Letter grades will be assigned based on the following scale:

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
below 60 = F

I do not curve nor do I offer extra credit.

IMPORTANT NOTICE

In the event of disruption of normal course activities, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supplement, modify, and/or supersede this version.

Student Responsibilities

As noted earlier in this syllabus, students are expected to complete all readings assigned for a particular class session before making their initial reaction posting for that day. As you will notice in the course schedule outlined below, there is a good deal of assigned material for this course. If for any reason you think that you may be unable to complete all of the assigned material on time, I suggest you drop the course now. Students who have not done the assigned reading will be hard pressed to contribute to our discussions in a constructive manner. Failure to do the reading will also negatively affect your performance on exams. I cannot stress strongly enough the importance of completing the assigned material for each class session.

The web-based format of this course provides us with some challenges, but also with some unique opportunities as well. We will all have more time to develop our thoughts more fully before presenting them, and consider others’ thoughts prior to responding. Also, those students who find it awkward or difficult to be full contributors in a regular classroom setting should not face such obstacles here. We should be able to establish a thoughtful and energetic online community. But the responsibility for doing so lies with each of us.

In addition, I expect each student to be aware of what is going on in American politics and society. In other words, I expect you to follow the news. At a minimum, this should entail watching a national news broadcast or listening to the national news on NPR once a day. Ideally students will read a good national newspaper such as The New York Times, The Washington Post,
The Los Angeles Times, or The Wall Street Journal every day. Those publications that carry a cost can be accessed free of charge via Fogler Library.

Academic Honesty Statement: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. This policy can be found in the University of Maine Student Handbook, http://umaine.edu/handbook/academics/academic-integrity/

Assistance

My contact information is listed on the first page of this syllabus. If you are having difficulty with the course material or need help with any other facet of the class, please do not hesitate to come and discuss the matter with me. E-mail is generally the best way to get in touch with me. If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services (formerly Disability Support Services) via telephone at 581-2319, TTY 581-2325, e-mail at um.sas@maine.edu, or in person at 121 East Annex as early as possible in the term.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Partners for Peace (formerly Spruce Run): 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/
Required Readings

Two books are required for this class. They are:

Craig E. Johnson, *Meeting the Ethical Challenges of Leadership: Casting Light or Shadow*, Sixth Edition, Los Angeles: Sage, 2018. This is denoted in the course schedule as "Johnson."


These books are available through the University of Maine Bookstore. The contact information for the bookstore is listed below:

University of Maine Bookstore Telephone: 207-581-1700
University of Maine Bookstore Fax: 207-581-1132

There are also some required readings (all readings are required) that are not in the books listed above. These readings are listed as (reserve) in the following course schedule and are available at Fogler Library via hard copy reserve (one copy only), e-reserve (password: ldr200brewer), and directly from the course in Blackboard. E-reserves are accessible from the “Services and Forms” link off of the Library’s main page (http://www.library.umaine.edu/). E-reserves are available as pdf files, meaning students will need Adobe Acrobat Reader to view them. Acrobat Reader can be downloaded free of charge at: http://www.adobe.com/products/acrobat/readstep2.html

Course Schedule

The following will be our agenda for the next three weeks. Remember, you are expected to complete the readings listed below prior to the class session for which they are assigned. This schedule is subject to change by the instructor, depending on the progress we make in covering course material.

**Session 1: Monday, July 16**

**Introductions**

We will begin by introducing ourselves and further organizing ourselves for our course. Please post a personal introduction to the Session 1 folder by 5:00pm on this day. Please include a little information about yourself such as where you are from, where you currently reside, what your academic plans are, and why you are taking this course. Take the time to read your colleagues’ introductions before our session on Tuesday. This is also an opportunity to raise any questions about the syllabus or the course in general. Please include your full e-mail address in the body at the end of your introductory posting.

**Session 2: Tuesday, July 17**

**Leadership and Ethics: Some Basics**

- Johnson, Introduction
- Ciulla, Introduction

*Case Study Option: Ciulla, "The Parable of the Sadhu"
Session 3: Wednesday, July 18

*Threats to Ethical Leadership, Part I*

- Johnson, Chap. 1
- Ciulla, Chap. 1, pp. 1-30

*Case Study Options:* Johnson, Case Studies 1.1, 1.2, and 1.3; Ciulla, "The Ring of Gyges"

Session 4: Thursday, July 19

*Threats to Ethical Leadership, Part II*

- Johnson, Chap. 2
- Ciulla, Chap. 1, pp. 31-52

*Case Study Options:* Johnson, Case Studies 2.1 and 2.2

Session 5: Friday, July 20

*Evil: The Ultimate in Unethical Leadership*

- Johnson, Chap. 4

*Case Study Option:* Johnson, Case Study 4.2 and 4.3

Session 6: Monday, July 23

*Character and Ethical Leadership*

- Johnson, Chap. 3
- Ciulla, Chap. 2

*Case Study Options:* Johnson, Case Studies 3.1 and 3.3; Ciulla, "Does Personal Morality Matter?"

Session 7: Tuesday, July 24

*Utilitarianism as a Model for Ethical Leadership*

- Johnson, Chap 5, pp. 146-149
- Ciulla, Chap. 4, pp. 141-153

*Case Study Options:* Ciulla, "Prejudice or Preference" and "Corneas in the Congo"

Session 8: Wednesday, July 25

*Kant's Categorical Imperative and Other Models for Ethical Leadership*

- Johnson, Chap. 5, pp. 149-174
- Ciulla, Chap. 3 and Chap. 4, pp. 154-185

*Case Study Options:* Johnson, Case Study 5.3; Ciulla, "Innocent or Guilty?" and "The Accused and the Duties of a Law Abiding Citizen"
Session 9: Thursday, July 26  
*Applying the Models, Part I*

- Johnson, Chap. 6 and 7

*Case Study Options:* Johnson, Case Study 6.1 (choose two scenarios)

Session 10: Friday, July 27  
*Applying the Models, Part II*

- Johnson, Chap. 8
- Ciulla, Chap. 5, pp. 212-228

*Case Study Option:* Johnson, Case Study 8.2

Session 11: Monday, July 30  
*Creating an Ethical Climate, Part I*

- Johnson, Chap. 9

*Case Study Options:* Johnson, Case Studies 9.1

Session 12: Tuesday, July 31  
*Creating an Ethical Climate, Part II*

- Johnson, Chap. 10
- Ciulla, Chap. 5, pp. 187-212

*Case Study Options:* Johnson, Case Study 10.2; Ciulla, "'The Only God You'll Ever See': Jim Jones and the Peoples Temple"

Session 13: Wednesday, August 1  
*Ethical Leadership in a Diverse World*

- Johnson, Chap. 11
- Ciulla, Chap. 6

*Case Study Options:* Johnson, Case Studies 11.3 (choose two scenarios) and 10.2; Ciulla, "Fuller's Dilemma: Street Children and Substance Abuse"
Session 14: Thursday, August 2

Ethical Leadership and Crisis

- Johnson, Chap. 12

Case Study Options: Johnson, Case Studies 12.1 and 12.3

FINAL EXAMINATION POSTED BY 6PM

Friday, August 3—NO SESSION TODAY, CONTINUE TO WORK ON YOUR FINAL EXAM

Sunday, August 5

FINAL EXAMINATION DUE BY 9:00PM

ENJOY THE REMAINDER OF YOUR SUMMER