

**LDR 4204 – Fall 2014 (3 Credits)  
Ethics & Power in Leadership**

**TITLE**

Ethics & Power in Leadership

**COURSE NUMBER**

LDR 4204

**CREDIT HOURS**

Three (3) credit: Students enrolled for credit (3) credit hours will be expected to devote 45 contact hours, plus assignments.

**PREREQUISITES, COREQUISITES**

This is an elective class designed for student leaders and those who aspire to leadership roles.

**COURSE LOGISTICS**

This course will be taught in a face-to-face, hybrid and on-line format. The exact meeting times and locations will be announced on specific course syllabi.

**INSTRUCTOR INFORMATION**

Each instructor will include his/her contact information such as office address, phone number and email address. Only faculty that are credential with a Master's in related field and approved will teach this course.

**TA CONTACT INFORMATION**

Will be included, as appropriate.

**COURSE DESCRIPTION**

This course reviews the arguments for ethics in leadership as proposed contemporary leadership theories. It also examines theories of power and authority, and seeks answers to the apparent dilemmas through applied moral theory and psychology.

**COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES**

As a result of active engagement in this course and course materials, students will:

- Articulate their personal values and identities.
- Understand the concepts of privilege, oppression, and difference.
- Understand the concepts of capitalism, class, and the intersection of multiple identities.
- Understand how to apply personal values in the decision making process.
- Recognize risks and consequences in the decision making process.
- Develop personal strategies for enduring the challenges associated with decision making.
- Articulate how values, privilege, and oppression are related to ethical decision making.
- Understand what it means to have moral courage.

**COURSE EVALUATION METHODS AND COURSE REQUIREMENTS/  
EXPECTATIONS**

**LDR 4204 – Fall 2014 (3 Credits)  
Ethics & Power in Leadership**

**Expectations**

**Attendance and Participation:** Class attendance and participation is an indication of students' commitment and professionalism; therefore, attendance will be taken and participation will be observed. Students are expected to attend all class sessions and actively engage in on line activities. Students who are ill or have some emergency that requires them to miss class must contact the professor in advance to be excused from class. Students who are not excused from class will lose 5 points. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance or participation on an FAU athletic team must provide notice of the date(s) to the professor prior to the class being missed. Students are also expected to be on time to all classes. Any student who arrives late to class will lose 2.5 points.

For on line classes, students are expected to participate actively in all assignments and complete them on time. No assignments will be accepted late.

**Readings:** With on-line, face-to-face and hybrid classes, all students are expected to read assignments thoroughly and be prepared for class activities and discussions.

**Assignments/Grades:** Grades will be determined by class attendance, completion of assignments, and participation. If students participate in all classes and submit all assignments on time, they will pass this course.

| <b>Assignment</b>                      | <b>Total Points</b> |
|--|---------------------|
| Class Attendance                       | 15 points           |
| Class Participation                    | 15 points           |
| Reading Notecards                      | 2 points            |
| Current Events                         | 2 points            |
| Sinking Ship Reflection                | 2 points            |
| Resolution Principle Speech            | 2 points            |
| Foolish Frauds                         | 2 points            |
| Questions for Panel                    | 2.5 points          |
| Identity Wheel                         | 2.5 points          |
| Star Power Collage                     | 5 points            |
| Ethics & Power Paper                   | 20 points           |
| Ethics & Power Group Project           | 15 points           |
| Blackboard Discussions                 | 5 points            |
| <u>Electronic Leadership Portfolio</u> | <u>10 points</u>    |
| <b>TOTAL</b>                           | <b>100 points</b>   |

|            |            |            |            |                  |            |
|------------|------------|------------|------------|------------------|------------|
| A (94-100) | A- (90-93) | B+ (87-89) | B (86-84)  | B- (80-83)       | C+ (77-79) |
| C (74-76)  | C- (70-73) | D (67-69)  | D- (65-66) | F (64 and below) |            |

**COURSE ASSIGNMENTS**

**Attendance (15 points)**

**LDR 4204 – Fall 2014 (3 Credits)**  
**Ethics & Power in Leadership**

This is a discussion-based course; therefore, a majority of the learning that occurs in this course is acquired in the classroom. Consequently, your regular attendance is required for every class period. Attendance will be taken every week and you will receive a grade at the end of the semester for your attendance. If you are sick and miss class, a doctor's note will be required to receive attendance credit for the class period you missed.

**Class Participation (15 points)**

This is a discussion-based course; therefore, it is critical that you are present and prepared to participate in class each week. Credit for participation includes but is not limited to, contributing to in-class activities and discussions, completing reading assignments prior to class, and actively participating in paired, small group, and large group discussions. At the conclusion of the course, students will meet with instructor 1:1 and give their recommended participation grade based on personal performance. As this is a class on ethics, it is assumed your recommendation will be ethical. The student's recommendation will factor heavily into the instructor's decision relating to the attendance/participation grade for the student.

**Reading Notecard (2 points)**

On five randomly assigned days, students will be asked to respond to a question about the assigned reading for that day. Students will be provided with a notecard on to which they can answer the question; students may only use the notecard to answer the question (no additional space may be used). This will happen 5 times during the semester, each notecard is worth 1 point. You must be in class to receive credit for this assignment

**Current Events (2 points)**

Each class meeting there is assigned reading (see Class Agenda below for details). Students will be assigned a date (one throughout the semester) on January 14, 2014 and will be responsible for researching and presenting to the class a current topic in the news that is DIRECTLY related to the reading for that week. Each presentation should last approx. 10 minutes; the student should share the current event in the news and then lead the class in a discussion about the current event. Two or three individuals will be 6 assigned to each date, so there will be multiple presentations per class.

**Sinking Ship Reflection (2 points)**

The President Genshaft I, a major ocean liner, left the Port of Tampa two days ago. The ship is on its way across the Atlantic Ocean to London. There is an international passenger list and the majority of the people have just entered the dining room for lunch. All of the sudden, there is a major explosion in the engine room. Life boats are released and the passengers start to board them. The ship is slowly sinking and there remains only one more lifeboat. It holds six people, but there are ten people on deck. Here is a list of the 10 people:

1. African-American activist, second-year medical student
2. Rabbi, 54 years old
3. Swedish bio-chemist
4. Hollywood actress-singer-dancer
5. Arab diplomat
6. Japanese accountant, 31 years old

**LDR 4204 – Fall 2014 (3 Credits)**  
**Ethics & Power in Leadership**

will serve as a synthesis project in which you will connect the concepts of ethics and power. Your assigned is to write a paper that addresses the following prompt:

- How do personal power and systems of privilege impact ethical decision making in leadership?

Your paper should be at least 4 pages in length (single sided, double spaced). It should include references to our reading materials over the course (APA citation), class discussions, and personal observations and thoughts.

**Ethics & Power at USF Group Project (15 points)**

The last assignment for the course is a group project that serves as an opportunity to integrate all that you have learned over the semester. In class, you will be assigned your group for the final group project (groups of 4 or 5). At the end of the semester, you will be responsible for giving a 20 minute presentation as a team that responds to the following prompt:

- What does ethical leadership at FAU look like?

This project is an “I Assign It, You Design It” project, meaning that you and your group will have the opportunity to direct how you present your response to the prompt above. Examples could include a video, documentary, reflection on personal experiences, artwork, meta-analysis of the news, etc. The sky is the limit... By 3/4/14, you will need to present your proposed format to the instructor for approval.

**POLICY ON MAKE-UP WORK, LATE WORK, AND INCOMPLETES**

**Deadlines:** Students are expected to complete all assignments on time. Late work will not be accepted unless the student has been excused from class and the professor gives permission for the work to be handed in at a later date.

**Incompletes:** Grades of Incomplete (“I”) are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances

**SPECIAL COURSE REQUIREMENTS**

There are special course requirements

**CLASSROOM ETIQUETTE POLICY**

Students are expected to come to class prepared for active participation. Students are expected to experience learning through many different avenues and participate in each to his or her fullest capacity. In class, students will work in small teams to discuss readings, engage in simulations, and prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will allow students to apply leadership theory and concepts in diverse contexts. The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation that each student will take the necessary actions to respectfully listen to the voices of others and share their own opinions and values. Students and the instructor are expected to treat others with respect.

**LDR 4204 – Fall 2014 (3 Credits)**  
**Ethics & Power in Leadership**

Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12-point Times New Roman font, with one-inch margins. All citations must be in APA format.

Students should expect the instructor to come prepared. The instructors will be willing listeners with regard to student concerns. Students may expect the instructors to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students' and instructor's schedules.

**DISABILITY POLICY STATEMENT**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

**ACADEMIC INTEGRITY AND HONOR CODE STATEMENT**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at:

[http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.pdf).

**Plagiarism:** Students are often under the impression that cheating only applies to copying material off another student's exam. However, there are other forms of serious academic dishonesty to avoid. Plagiarism is the appropriation of passages, either word for word, or in substance, from the writings of another and the incorporation of those passages as *one's own written work* offered for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks or appropriate citations in the text. This includes the copying of reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as other themes, theses, books, or pamphlets. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit *unless such collaboration is specifically approved in advance by the instructor*. Examples of collusion include extensive use of another's ideas for preparing a creative assignment and undue assistance in the preparation or editing of written materials. A student guilty of plagiarism and/or cheating will receive a grade of F in the course and the grade will be so recorded on the transcript. Students giving and

**LDR 4204 – Fall 2014 (3 Credits)**  
**Ethics & Power in Leadership**

7. His wife (Japanese accountant above), six months pregnant
8. Brazilian athlete – all sports
9. Hispanic poet, 42 years old
10. CIA agent with interpreting skills

You must decide which six people will board the last lifeboat and which four will go down with the President Genshaft I (their fate is uncertain).

Your assignment is to identify the four individuals you will chose to eliminate and explain your decision making rationale by integrating what you learned about yourself and your values through the value sort activity completed in-class. Full credit will be given for identifying four individuals and writing a minimum of a 1-paragraph rationale for EACH individual you have selected (completion of this assignment will be assessed in-class); your rationale should identify why you made your selection based on YOUR values (not the perceived values of the individuals on the boat). You will discuss your rationale in class with your colleagues.

**Resolution Principle Speech (2 points)**

In class, we will discuss three resolution principles that serve as guidelines for ethical decision making – the ends-based principle, the rule-based principle, and the care-based principle. While these principles are not mutually exclusive, an individual often has a tendency towards one of the three. In this assignment, you will be asked to write a 2-minute speech in which you articulate the Resolution Principle that resonates most with you. You will be evaluated on your understanding of the Resolution Principle, rationale for its selection, relevancy to your personal values, and your delivery of the speech (a grading rubric will be provided to you in class). You will give this speech to your classmates.

**Foolish Frauds (2 points)**

In class, you will be divided into 6 teams and will each be responsible for researching an example of someone who has NOT demonstrated Moral Courage. This individual cannot be someone presented in the week's readings. Each team will have 45 minutes to research this individual and put together a presentation for the class that outlines the following:

- A brief history of the selected individual
- A time when this person was faced with an ethical dilemma
- The outcome of the ethical decision/incident and its consequences
- Lastly, the group should put themselves in the shoes of the selected individual. Keeping in mind the ethical dilemma faced in the presented incident, please explore the following:
  - What are your group's collective values and how would they be applied to this incident?
  - What are the risks involved?
  - What hardships would you have foreseen? How would you have endured them?
  - How would you have responded differently?

Each team will then have 10 minutes to present your presentation to the class.

**Questions for Panel (2.5 points)**

**LDR 4204 – Fall 2014 (3 Credits)**  
**Ethics & Power in Leadership**

In class, we will have a panel of speakers coming to class to discuss Moral Courage and everyday decision making. In order for the conversations to be meaningful during this panel, each student will be responsible for developing 8 questions for the panel. Your 8 questions should be on the following topics/themes:

1. Personal Values
2. Applying Personal Values
3. Evaluating Risk
4. Enduring Hardships
5. Fraudulent Decision Making
6. Ethical Dilemmas
7. Power
8. The Person/Panel's Background

You are to type these questions up and bring two copies to class. One will be turned in to the instructor and one will be used during conversation. Full credit will be given for crafting 8 questions following the 8 themes outlined above.

**Identity Wheel (2.5 points)**

After our discussion on identity in class, you will draw an identity wheel, whereby you will identify and articulate the most salient parts of your identity. The wheel should include your personal membership in a series of social groups which each "slice" of the pie/wheel representing your awareness of that social group memberships. Social groups include race, sex, gender, religion, class, ability, sexual orientation, age, and other groups you choose to include. Full credit will be given in class by presenting your wheel to the instructor for confirmation of completion.

**Star Power Collage (5 points)**

Following the Star Power simulation, you will make a collage of pictures, images, saying, feelings, colors, etc. that reflect your experience during the simulation. The collage should represent the following:

- What was your emotional response to this exercise and WHY did you feel this way?
- How does this exercise relate to the concept of power and WHY do you think this?
- What new knowledge have you gained from this exercise and HOW will you apply this knowledge in your leadership?

You will then present this collage to the class; you will have 5 minutes to do so. Your grade will be calculated based on completion of the collage and how well you answer the three questions above when you present the collage to the class.

**Ethics & Power Paper (20 points)**

Up to this point in the course, the concepts of ethics and power have been talked about in separate and somewhat distinct ways. However, they are intimately connected. This final paper

**LDR 4204 – Fall 2014 (3 Credits)  
Ethics & Power in Leadership**

receiving assistance in any unauthorized fashion during an examination subject themselves to this cheating policy. A pattern of cheating will result in suspension.

**REQUIRED TEXT AND READINGS**

**Moral Courage**

Kidder, R. M. (2005). *Moral courage* / Rushworth M. Kidder. New York : W. Morrow, c2005.

**Privilege, Power, and Difference**

Johnson, A. G. (2005). *Privilege, power, and difference* / Allan G. Johnson. Boston, Mass. : McGraw-Hill, c2006.

**SUPPLEMENTAL READINGS**

Supplemental readings, power points and videos will be available on the Blackboard site. Additionally, the text offers excellent supplemental readings which will be referenced in this class.



**LDR 4204 – Fall 2014 (3 Credits)**  
**Ethics & Power in Leadership**

**COURSE TOPICAL OUTLINE, INCLUDING DUE DATES FOR ASSIGNMENTS**

| <b>Date</b>    | <b>Topic/Activity</b>                  | <b>Readings</b>   | <b>Assignments</b>                               |
|----------------|--|---|--|
| Jan. 7, 2014   | Welcome & Introduction                 |   |  |
| Jan. 14, 2014  | Exploring Personal Values              | Moral Courage – Ch. 1-3   |  |
| Jan. 21, 2014  | Applying Values                        | Moral Courage – Ch. 4   | Sinking Ship Reflection                          |
| Jan. 28, 2014  | Recognizing Risks                      | Moral Courage – Ch. 5   | Resolution Principle Speech                      |
| Feb. 4, 2014   | Enduring Hardships                     | Moral Courage – Ch. 6   |  |
| Feb. 11, 2014  | What Moral Courage Is Not              | Moral Courage – Ch. 7   | Foolish Frauds                                   |
| Feb. 18, 2014  | Practicing Moral Courage               | Moral Courage – Ch. 9   | Questions for Panel                              |
| Feb. 25, 2014  | Exploring Identity                     | Privilege, Power, and Difference – Ch. 1  |  |
| March 4, 2014  | Privilege, Oppression, & Difference    | Privilege, Power, and Difference – Ch. 2  | Identity Wheel<br>*Finalize Group Project Format |
| March 11, 2014 | NO CLASS – SPRING BREAK                |   |  |
| March 18, 2014 | NO CLASS – GROUP PROJECT WORK TIME     |   |  |
| March 25, 2014 | Capitalism, Class, & Intersectionality | Privilege, Power, and Difference – Ch. 3 & 4  |  |
| April 1, 2014  | Systems of Power & Privilege           | Privilege, Power, and Difference – Ch. 5-7  |  |
| April 8, 2014  | The Isms                               | TBD   | Star Power Collage                               |
| April 15, 2014 | Ethics & Power                         | -Privilege, Power, and Difference – Ch. 9<br>- <i>What Can We Do?</i> (Allan Johnson)<br>- <i>Courage</i> (Cornel West) | Ethics & Power Paper                             |
| April 22, 2014 | Group Project Presentations            | Ethics & Power at USF Group Project   |  |