

Philosophy of Leadership

PPL 370, Section 1

Spring 2021

T/TH 4:00–5:15 pm CST*

Taught Remotely

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Office Hours: T/TH 2:30-3:30 (via Zoom)
or by appt. via Zoom

1. COURSE OVERVIEW**

1.1 Description:

We all think we know leadership when we see it: the charismatic prime minister reassuring her citizens during a national crisis and laying out a recovery plan, the brave general inspiring his troops forward into battle, the ruthless CEO showing investors how she increased profits. But what makes all of these instances of leadership? Is leadership more than just the heroic leader commanding others that we're so familiar with in the US? If this is all leadership is, it would be rare indeed. Few of us could ever expect to be leaders. But how important is leadership anyway? After all, recently there have been so-called leaderless social movements, like Occupy Wall Street and Black Lives Matter, so perhaps we don't need leadership. Or do these movements simply have leadership in a different form? It may be that we *don't* always know leadership when we see it, depending on what leadership really is. So it's worthwhile to explore the nature of leadership so that we can recognize it and appreciate the opportunities we have for leadership in its various forms.

But we don't just want to be leaders; we want to be *good* leaders. Once we understand leadership better, we can ask what good leadership looks like. Is good leadership just being effective, and doing whatever gets results for those one is leading? Or does it require being ethical as well? After all, sometimes being an effective leader seems to require doing things that might be considered unethical, like lying, or even worse. When, if ever, is a good leader justified in getting her hands dirty in these ways?

Throughout the course, we'll focus on these two key questions: (1) What is leadership? (2) What is *good* leadership? As we explore these questions, we'll encounter others, such as who can be a leader and whether democratic leadership is contradictory. As a PPL course, we'll focus mainly on *political* leadership, but students are encouraged to draw comparisons with other types of leadership as well.

A note on success in this course: This course is different from most of your other PPL courses because it focuses on more abstract philosophical concepts. It's perfectly understandable and natural to feel confused sometimes. There is a great deal of value in the questions that we ask, even if we can't all agree on the answers. In fact, by reflecting on these questions and being humble about the uncertainty of the answers, we will hopefully become better leaders.

1.2 Course Objectives and Student Learning Outcomes:

This course is designed to:

- Help students better understand the nature of leadership
- Develop or improve students' moral reasoning skills
- Develop or improve students' critical thinking skills
- Develop or improve students' skills in effective communication, including expository and persuasive writing skills and in presenting information

* We will often only meet from 4:00-5:00 (see §2).

** Except for changes that substantially affect implementation of grading, this syllabus is a guide for the course and is subject to change with advanced notice. Students should read the entire syllabus carefully. It aims to cover every question students might have about course policies, procedures, and requirements.

By the end of the course, students should be able to:

- Explain the nature of leadership
- Criticize and defend different types of leadership (epistocratic, democratic, shared, etc.)
- Explain why leaders make moral mistakes
- Evaluate whether some action in leadership is ethically justified
- Create, develop, and defend their own arguments
- Communicate more effectively and confidently about leadership
- Synthesize the skills above to create cooperative persuasive presentations

2. COURSE FORMAT AND COVID-19

2.1 Remote Course: This course will be taught remotely, using a combination of asynchronous and synchronous learning techniques to minimize the inequalities that might be exacerbated by remote courses. The University of Mississippi defines a remote course as having a majority of classes (~80%) held synchronously. As such, we will meet every twice a week during our regularly scheduled class time via Zoom to discuss the material students have worked through asynchronously.

Before each synchronous meeting, students should complete the assigned learning module on their own. This is the asynchronous component of the course. Each module consists of readings to be completed, as well as recorded lectures. Most lectures will be one video, often between 15 and 20 minutes. Some lectures may be longer (~30 minutes), while others may be broken into multiple parts, each serving a different purpose (background, recap of the argument, key questions to consider, etc.). **Given that you will typically spend 15-20 minutes watching lectures in preparation for each session, we will only plan to meet for synchronous discussion for roughly an hour, from 4:00-5:00** (with the exception of the final week of classes, due to no readings and group presentations). I will do my best to respect your time and Zoom fatigue, but please understand that due to the University's definition of remote courses, the amount of time required to complete the readings, watch the lecture, and discuss the material as a class in a given week will vary. The amount of time you spend on this course should average out appropriately by the end of the semester, however.

As a remote course, we are dependent upon technology, and there will inevitably be glitches and failures. I will do my best to anticipate problems and plan contingencies (e.g., if Zoom fails, we may use Google hangouts). Blackboard will be our home base, and I will use it to communicate any changes or problems. Zoom should be integrated into Blackboard, but if necessary, you can download the Basic version of Zoom for free here: <https://zoom.us/>. Functionality is best on a laptop or desktop computer, if you have one, but you can also use a smartphone or tablet. If you have any problems with the technology, please contact me as soon as possible.

2.2 Course Workload: Given the regular meeting schedule and the readings, this course will be challenging. Reading requirements for each week are almost always fewer than 40 pages total (what would normally be 20 pages per class). While some readings are challenging classic philosophy texts or contemporary philosophy articles, there are also short sociology articles and even op eds and magazine articles. Every assignment serves a purpose and is designed to help you learn. However, I know that this is a stressful time for many people, and there are likely many demands upon you that I don't fully understand. If you ever feel you're struggling with the amount of work here, please come to me first rather than just putting the course on the back burner and taking a hit to your grade. *It's better to skim a longer reading than to not read it at all. Use the headings in a paper to guide you and find the argument, and always read the introduction in full to find the thesis and argument summary.*

As a remote course, it's important for you to keep in contact and let me know of any problems you're having. If you or a loved one is ill, or your internet is spotty, etc., please tell me. I am available via

email during regular working hours, and I will be available during office hours. If you make an appointment, I am also happy to meet for one-on-one sessions via Zoom (or phone, if your internet is down). Please stay in touch, especially if you're having a hard time. I might not always be able to help, but I can certainly work with you if we talk early enough. Don't wait until the end of the course, when it's too late.

2.3 Student Support Resources: Students are encouraged to visit the University's Keep Learning site (<https://olemiss.edu/keeplearning/>) to access information and resources related to COVID-19 support. The site provides links to University student services to facilitate and support learning.

2.4 Student Contact: The University must have accurate contact information, including cell phone numbers, to facilitate student communications and contact tracing. Students should check and update their University contact information (<https://olemiss.edu/mystudentprofile>).

3. REQUIRED TEXT

There is no required textbook for this course. Articles, links, and videos will be posted on Blackboard.

4. COURSE REQUIREMENTS

4.1 Attendance: Attendance verification during the first two weeks of class is required by the University of Mississippi. Students must attend class at least once during this two-week period to ensure that they are not dropped from the course and to avoid any adjustments to financial aid. For more information on this policy, see <http://olemiss.edu/gotoclass>.

I will take attendance at the beginning of every synchronous class meeting. Students are expected to attend all synchronous class meetings (unless the absence is excused). Students will not receive any points for attending class. Instead, they will lose points from their final grade if too many classes are missed without justification. **Students may miss two class meetings without penalty. After the third unexcused absence, the student's final grade will be lowered by 2% for each absence.** Students are expected to act professionally and to be respectful of the time of both the instructor and their fellow students.

Students with a legitimate excuse (illness, internet problems, etc.) should notify me as soon as possible and, if they are able, should provide some documentation of the excuse. For instance, if you have tested positive for COVID-19, you may send a picture of your test result. *However, please do not seek documentation if it will put you or others at risk.*

4.2 Participation: Students are expected to participate in class. We will have discussion both as a full class and in breakout rooms using Zoom. To get full discussion participation credit, students must make at least one substantial contribution to the discussion during at least 20 out of our 27 synchronous meetings. A substantial contribution can be: (1) A critical or reflective question (not a basic, surface-level question that is easily answered in a few words (though these are welcome too—but not for credit)), (2) A reflective or insightful response to another's question, (3) A reflective or insightful response to my question, etc. Students who attend every class but never speak or participate may receive a 0 for this portion of the grade. Students who attend every class and only speak in breakout rooms will not be able to receive full credit for this portion of the grade.

Some students may be unable to join in a discussion due to an unstable connection, family issues, illness, etc. If that happens, please notify the instructor as soon as possible. You will not be penalized for circumstances outside of your control. But please do not abuse this policy either. **Students who are unable to meet for the discussion session and have had the absence excused can still earn full**

participation credit by posting to Blackboard. There are key discussion questions on the Blackboard discussion forum. In order to receive comparable participation credit via Blackboard, a student must either (1) Make a substantive post in the forum that answers a posted discussion question or addresses another question relevant to material for the week, or (2) Post two substantive replies to other student questions or comments. *A substantive post will provide support for claims and will often engage with others rather than just echoing points that have already been made.* If you agree with another student, that's ok, but you should explain why and offer more support or expand on the point. More helpful is if you disagree with a student and explain why, offering support for why you think they're mistaken. When you provide support, be sure to include links or sources where appropriate.

I understand that some students are uncomfortable sharing their thoughts. Because this is a Public Policy *Leadership* class, however, participation is a vital component of the course. I strive to create a welcoming classroom environment where students can voice their thoughts freely. Students who are shy or concerned about the participation portion of the course are encouraged to talk to me in office hours at the beginning of the semester. **Students who attended the synchronous meeting but did not participate in the discussion can earn half participation credit by posting to Blackboard** (as outlined in the previous paragraph). Students should of course be civil in their discussions. I will do my best to monitor the discussion boards and correct any misinformation. Students who are uncivil or inflammatory in their posts, in violation of the UM Creed, will be disciplined accordingly.

Each week will reset on Tuesday. This means all posts in the discussion forum should be made by 11:59 pm (CST) the Monday before the week resets. For instance, any Blackboard posts for Week 1 must be completed by 11:59 pm on January 25.

4.3 Reading Questions: Each learning module will include a reading question on Blackboard. These questions will require you to read the assigned texts carefully. Sometimes the questions will ask you to explain certain concepts from the reading. Other times they will ask for your critical reflection on some key ideas or arguments. Reading questions serve several purposes. They encourage you not only to complete the reading, but to critically think about what you read. They also allow you to have more organized thoughts for class discussion. **Your responses to reading questions must be typed and should be between half a page and one page, double-spaced, with standard size font.** Responses should be submitted to Blackboard via SafeAssign (in .doc, .docx, or .pdf format) before the corresponding discussion session begins. I will read all submissions, but will offer minimal feedback. Provided you have answered the question and it seems clear you have completed the reading, you will receive credit. There are 24 scheduled reading questions. Your final reading question grad will be the average of your best 20. This means students can choose not to complete up to 4 without penalty.

4.4 Paper Proposal: Students are required to write an **original** essay for the course. To prepare for that essay, students must first write a paper proposal. The proposal should be a critical evaluation of the readings as they apply to or clash with current, real-world problems or examples of leadership. Students can focus on the nature, processes, obligations, or aims of leadership in the public policy world. The proposal should consist of (1) a clear thesis, (2) a well-structured argument for that thesis, (3) an objection to some premise of that argument, and (4) a response to that objection.

Detailed instructions for the proposal are posted on Blackboard, and we will discuss the assignment further in class. The paper proposal grading rubric (available on Blackboard) indicates how the proposals will be evaluated. **I do not tolerate plagiarism and will punish any plagiarism to the fullest extent. See 6.1 for further information regarding plagiarism.** Students must submit an electronic copy of their proposal (in .doc, .docx, or .pdf format) to SafeAssign via Blackboard by the deadline. *Failure to submit an electronic copy in one of these formats by the deadline will result in a late penalty.*

4.5 Paper: The essay should be constructed from the paper proposal. (In cases where a proposal is too problematic, students must meet with me to discuss an alternative.) The essay will defend the thesis offered in the proposal and will flesh out this proposal with a carefully written, well-researched argument for the thesis. It will also include a detailed objection and response to the argument. Students should carefully consider feedback received on their proposal when writing their essay. In fact, students are strongly encouraged to meet with me in office hours to discuss revisions of their proposal and to ensure that their thesis and argument are clear before beginning their full-length term papers.

Essays should be 1200-1400 words (roughly 5-6 pages), double-spaced, with 12-point Times New Roman font and 1-inch margins on all sides. Detailed instructions for the essay are posted on Blackboard. The essay grading rubric (available on Blackboard) indicates how essays will be evaluated.

As with the proposals, **any plagiarism will be punished to the fullest extent.** Students must submit an electronic copy in the appropriate format to SafeAssign via Blackboard by the deadline to avoid a late penalty.

4.6 Group Presentation: During the second half of the semester, we will look at ethical failures of leadership. At the end of the semester, students will put what they've learned to use. In small groups, students will practice their leadership and followership skills and work on a presentation. In the presentation, the group should (1) describe/explain some real-world case in which a leader made an ethical mistake or morally failed in some way, (2) explain why they think the leader's actions were mistaken, (3) argue for an alternative course of action that the leader should have taken. After their presentation, the group will answer some questions from the class.

To ensure students are evaluated fairly, each student in the group will write up a group summary report detailing the work that each member of the group completed prior to the presentation. Detailed instructions for the group presentations, as well as a grading rubric, are posted on Blackboard. If a student misses class on the day of their presentation without a legitimate justifying excuse, they will receive a 0 for the assignment and will have their final grade lowered by 5 percentage points. Students are expected to act professionally and to be respectful of the time of both the instructor and their fellow students.

4.7 Presentation Reflection: After the final presentation, students should write a 750–1000-word paper (1) summarizing their presentation and (2) explaining how their group applied the lessons of leadership in working on their presentation. For instance, where did members of the group demonstrate leadership? Were there any problems for leadership in the group? Which of our readings help illustrate these ideas playing out in the group dynamic? Further details and instructions are available on Blackboard. The reflection should be submitted electronically in the appropriate format to SafeAssign via Blackboard by the deadline.

5. GRADING POLICIES

5.1 Grade Distribution: The course requirements contribute to your final grade as follows:

Participation:	15%	Paper:	20%
Reading Questions:	30%	Presentation:	20%
Paper Proposal:	5%	Presentation Reflection:	10%

5.2 Final Grading Scale:

A	93-100	B	83-86	C	73-76
A-	90-92	B-	80-82	C-	70-72
B+	87-89	C+	77-79	D	60-69
				F	0-59

5.3 Late or Missed Assignments: Assignments are due every class. In general, assignments handed in late without a legitimate excuse will be penalized 1 point (out of 10) for each day late, including weekends. Late assignments will be accepted up to four days after the due date. *After four days, assignments will not be accepted and will receive an automatic 0.* Additionally, presentations may not be made up unless there is an emergency which renders a student unable to attend class on the day they are scheduled to present.

However, we're in a pandemic, which is mentally and emotionally taxing. It also means that you may find yourself or a loved one ill. **If you are ill, or if you are caring for someone who is ill, you will not be penalized for late assignments.** If a student is unable to meet an assignment's deadline, they should contact the instructor **before** the deadline. **Excuses for lateness given after the fact will almost never be honored.**

6. UNIVERSITY POLICIES

6.1 Academic Misconduct and Plagiarism: Students are expected to uphold the University of Mississippi's standards for academic honesty. For a description of various kinds of academic misconduct and the disciplinary ramifications involved, refer to the University of Mississippi's standards of academic misconduct. A PDF is available on Blackboard, and information can also be found on the University of Mississippi website at: <http://catalog.olemiss.edu/academics/regulations/conduct>. In addition, students can refer to the university's *M Book* for answers to any questions about academic honesty. **I take academic dishonesty very seriously. If students have questions about what plagiarism is or how to avoid it, they should see me as soon as possible for clarification and watch the following video:** http://www.olemiss.edu/depts/general_library/instruction/resources/plagiarism_ac_honest/plagiarism_academic_honesty.html. **Ignorance of what plagiarism is will not excuse students from penalties** for violations of the Student Academic Conduct and Discipline Policy, which can be severe and may result in expulsion.

Please also keep in mind that the course materials (lecture slides, exams, instructions, rubrics, etc.) are my intellectual property and must not be shared with others, including students outside the class or uploaded to "tutoring" sites. Students who share such materials or who consult such materials from others will be guilty of academic misconduct and will be disciplined accordingly.

6.2 Disability Access and Inclusion: The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are approved through SDS, you must log in to your Rebel Access portal at <https://sds.olemiss.edu> to request approved accommodations. If you are NOT approved through SDS, you must contact Student Disability Services at 662-915-7128 so the office can: 1. determine your eligibility for accommodations, 2. disseminate to your instructors a Faculty Notification Letter, 3. facilitate the removal of barriers, and 4. ensure you have equal access to the same opportunities for success that are available to all students. *Students with diagnosed health concerns that may affect their*

compliance with COVID-19 health requirements should contact UM’s Student Disability Services (SDS) Office (<https://sds.olemiss.edu>) to see if they are eligible for an SDS accommodation as soon as possible.

7. CLASSROOM POLICIES

7.1 Punctuality and Attention: Please enter the Zoom room on time to minimize distractions. Once in the room, you are expected to fully participate in the discussion and to minimize distractions that are within your control. This means no cell phones, outside chats, etc. I understand that students may not always have access to a distraction-free area, so they will not be held accountable for such distractions outside their control. Students are also expected to remain in the Zoom meeting for the entire discussion. If students have a legitimate reason for being late or leaving early, they should notify me ahead of time. **Students who enter class more than 15 minutes late or leave class more than 15 minutes early without a valid excuse will be marked as absent. Students who habitually come to class late will also be marked as absent.**

7.2 Respect and Civility During Discussion: Some of the topics we discuss in this class are sensitive, and students may have strong opinions regarding policy issues. Students are expected to show their fellow classmates and me the utmost respect. **This means, at the very least, not jeering or interrupting or carrying on private conversations while another person is speaking.** If a student has a response to another student’s comment or question, they should offer it in a calm and respectful manner. We are here to share ideas and learn from each other, and these goals cannot be achieved in a hostile environment. Disrespect will not be tolerated.

8. COURSE SCHEDULE (subject to change)

Students are responsible for carefully completing each reading assignment and watching the lecture(s) **before** coming to a discussion session. If we deviate from the schedule below, it is the student’s responsibility to stay informed of schedule changes, which will be announced in class and posted on Blackboard. **All readings or videos are posted to Blackboard in the relevant learning module.**

	Lectures, Readings, and Discussions	Assignments
WHAT IS LEADERSHIP?		
<i>Week 1: Theories of Leadership</i>		
T 1.19	<u>Module 0: The Syllabus</u> <ul style="list-style-type: none"> Read the syllabus <p><i>We will meet briefly for questions about the class and syllabus.</i></p>	Syllabus Reading Quiz Getting to Know You Survey (Blackboard)
TH 1.21	<u>Module 1: Theories of Leadership</u> <i>Reading and Lecture Prep (22 pgs total):</i> <ul style="list-style-type: none"> Paul Gibbons, “What is Pop Leadership and Why is it Harmful?” Allisen Penn, “Leadership Theory Simplified” Rose Ngozi Amanchukwu, et al, “A Review of Leadership Theories, Principles and Styles” pp. 8-10 YouTube video, “Ten Leadership Theories in 5 Minutes” (5:04) Bernard Bass and Ruth Bass, <i>The Bass Handbook of Leadership 4th Ed</i> pp. 	Reading Question 1 due 1.21 by 4:00 pm (CST)

	<p>41-52</p> <ul style="list-style-type: none"> • Kevin Kruse, "What Is Leadership?" <p><i>Watch Lecture 1</i></p>	
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Week 2: Leadership Eliminated or Expanded?		
T 1.26	<p><u>Module 2: Criticism of Leadership Studies</u> <i>Reading and Lecture Prep (20 pgs total):</i></p> <ul style="list-style-type: none"> • Richard Barker, "The Nature of Leadership" pp. 469-483 • Charles Jacob Yoos, "There is No Such Thing as Leadership!" <p><i>Watch Lecture 2</i></p>	<p>Reading Question 2 due 1.26 by 4:00 pm (CST)</p>
TH 1.28	<p><u>Module 3: Leadership as a Phenomenon</u> <i>Reading and Lecture Prep (18 pgs total):</i></p> <ul style="list-style-type: none"> • Donna Ladkin, "Why are There So Many Theories of Leadership?" (<i>Rethinking Leadership</i>, ch. 2) <p><i>Watch Lecture 3</i></p>	<p>Reading Question 3 due 1.28 by 4:00 pm (CST)</p>

Week 3: Traditional Views: Epistocratic and Democratic Leadership		
T 2.2	<p><u>Module 4: Epistocracy and Philosopher Kings</u> <i>Reading and Lecture Prep (22 pgs total):</i></p> <ul style="list-style-type: none"> • Plato, <i>Republic</i> (excerpts) <p><i>Watch Lecture 4</i></p>	<p>Reading Question 4 due 2.2 by 4:00 pm (CST)</p>
TH 2.4	<p><u>Module 5: Epistocracy and Suffrage</u> <i>Reading and Lecture Prep (25 pgs total):</i></p> <ul style="list-style-type: none"> • Jason Brennan, "The Right to a Competent Electorate" <p><i>Watch Lecture 5</i></p>	<p>Reading Question 5 due 2.4 by 4:00 pm (CST)</p>

Week 4: New Views: Shared/Collective Leadership		
T 2.9	<p><u>Module 6: A Problem for Democratic Leadership</u> <i>Reading and Lecture Prep (11 pgs total):</i></p> <ul style="list-style-type: none"> • Nannerl Keohane, "Leadership, Equality, and Democracy" <p><i>Watch Lecture 6</i></p>	<p>Reading Question 6 due 2.9 by 4:00 pm (CST)</p>
TH 2.11	<p><u>Module 7: Shared/Collective Leadership</u> <i>Reading and Lecture Prep (17 pgs total):</i></p> <ul style="list-style-type: none"> • Lovemore Mbigi, "Spirit of African Leadership: A Comparative African Perspective" • Ross Wilson, "Collective Leadership: The What, Why, and How" • Nannerl Keohane, "Western Political Thought" sec. 5 	<p>Reading Question 7 due 2.11 by 4:00 pm (CST)</p>

	Watch Lecture 7	
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Week 5: Shared Leadership in Action		
T 2.16	<u>Module 8: Is Shared Leadership Really Leadership? BLM and Social Movements</u> <i>Reading and Lecture Prep (20 pgs total):</i> <ul style="list-style-type: none"> • Richard Couto, “Civic Leadership” • Kevin Powell, “Black Leadership is Dead. Long Live Black Leadership” • Barbara Ransby, “Ella Baker’s Radical Democratic Vision” • YouTube video, clip from <i>The Newsroom</i> on Occupy Wall Street (2:43) Watch Lecture 8	Reading Question 8 due 2.16 by 4:00 pm (CST)
TH 2.18	<u>Module 9: Bridge Leaders</u> <i>Reading and Lecture Prep (29 pgs total):</i> <ul style="list-style-type: none"> • Belinda Robnett, “African-American Women in the Civil Rights Movement, 1965-1965: Gender, Leadership, and Micromobilization” Watch Lecture 9	Reading Question 9 due 2.18 by 4:00 pm (CST)

Week 6: Leadership Education		
T 2.23	<u>Module 10: Leadership Education</u> <i>Reading and Lecture Prep (10 pgs total):</i> <ul style="list-style-type: none"> • Jean Hartley, “Can Political Leadership Be Taught?” Watch Lecture 10	Paper Proposal due 2.21 by 11:59 pm (CST) Reading Question 10 due 2.23 by 4:00 pm (CST)
TH 2.25	NO CLASS	

WHAT IS GOOD LEADERSHIP?

Week 7: Effective Leadership		
T 3.2	<u>Module 11: Deception, Ruthlessness, and Effectiveness</u> <i>Reading and Lecture Prep (17 pgs total):</i> <ul style="list-style-type: none"> • Plato, <i>Republic</i> (“Ring of Gyges”) • Niccolo Machiavelli, <i>The Prince</i> chs. 14-18 Watch Lecture 11	Reading Question 11 due 3.2 by 4:00 pm (CST)
TH 3.4	<u>Module 12: Warrior Leaders and Actor Leaders</u> <i>Reading and Lecture Prep (20 pgs total):</i> <ul style="list-style-type: none"> • David Nice, “The Warrior Model of Leadership: Classic Perspectives and Contemporary Relevance” • Thomas Cronin, ““All the World’s a Stage...” Acting and the Art of Political Leadership” 	Reading Question 12 due 3.4 by 4:00 pm (CST)

	Watch Lecture 12	
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Week 8: Ethical Leadership		
T 3.9	<u>Module 13: Ethical Leadership</u> <i>Reading and Lecture Prep (29 pgs total):</i> <ul style="list-style-type: none"> • Joanne Ciulla, "Ethics Effectiveness: The Nature of Good Leadership" Watch Lecture 13	Reading Question 13 due 3.9 by 4:00 pm (CST)
TH 3.11	<u>Module 14: Judging Leader Character</u> <i>Reading and Lecture Prep (12 pgs):</i> <ul style="list-style-type: none"> • Joanne Ciulla, "Habits and Virtues: Does It Matter if a Leader Kicks a Dog?" • Benjamin Rossi, "Does Character Matter?" Watch Lecture 14	Reading Question 14 due 3.11 by 4:00 pm (CST) Paper due 3.14 by 11:59 pm (CST)

Week 9: Virtues		
T 3.16	<u>Module 15: Confucianism</u> <i>Reading and Lecture Prep (9 pgs total):</i> <ul style="list-style-type: none"> • Joseph Chan and Elton Chan, "Confucianism" Watch Lecture 15	Reading Question 15 due 3.16 by 4:00 pm (CST)
TH 3.18	<u>Module 16: Ancient Lessons in Virtue</u> <i>Reading and Lecture Prep:</i> <ul style="list-style-type: none"> • Confucius, <i>Analects</i> (excerpts) • Mencius, <i>Mencius</i> (excerpts) Watch Lecture 16	Reading Question 16 due 3.18 by 4:00 pm (CST)

Week 10: Leaders and Moral Mistakes		
T 3.23	<u>Module 17: Why Leaders Make Moral Mistakes</u> <i>Reading and Lecture Prep (20 pgs total):</i> <ul style="list-style-type: none"> • Terry Price, "The Paradoxical Role of Moral Reasoning in Ethical Failures of Leadership" Watch Lecture 17	Reading Question 17 due 3.23 by 4:00 pm (CST)
TH 3.25	<u>Module 18: The Noble Lie</u> <i>Reading and Lecture Prep (18 pgs total):</i> <ul style="list-style-type: none"> • Sissela Bok, "Lies for the Public Good" (<i>Lying</i>, ch. 12) Watch Lecture 18	Reading Question 18 due 3.25 by 4:00 pm (CST)

Week 11: Leaders and Moral Mistakes (cont.)		
T 3.30	<u>Module 19: Dirty Hands</u> <i>Reading and Lecture Prep (21 pgs total):</i> <ul style="list-style-type: none"> • Michael Walzer, "Political Action: The Problem of Dirty Hands" <i>Watch Lecture 19</i>	Reading Question 19 due 3.30 by 4:00 pm (CST)
TH 4.1	<u>Module 20: Avoiding Moral Mistakes</u> <i>Reading and Lecture Prep (8 pgs total):</i> <ul style="list-style-type: none"> • Nathan Harter, "No One, Everyone, Anyone" <i>Watch Lecture 20</i>	Reading Question 20 due 4.1 by 4:00 pm (CST)

Week 12: Exceptions and Grandstanding		
T 4.6	<u>Module 21: Should Leaders Make Exceptions?</u> <i>Reading and Lecture Prep (10 pgs total):</i> <ul style="list-style-type: none"> • Terry Price, "Kant's Advice for Leaders: 'No, You Aren't Special'" <i>Watch Lecture 21</i>	Reading Question 21 due 4.6 by 4:00 pm (CST)
TH 4.8	<u>Module 22: Moral Grandstanding</u> <i>Reading and Lecture Prep (28 pgs total):</i> <ul style="list-style-type: none"> • Justin Tosi and Brandon Warmke, "Politics as Morality Pageant" (<i>Grandstanding</i>, ch. 7) <i>Watch Lecture 22</i>	Reading Question 22 due 4.8 by 4:00 pm (CST)

Week 13: Influence and Hypocrisy		
T 4.13	<u>Module 23: Authentic Leadership and Influence</u> <i>Reading and Lecture Prep (27 pgs total):</i> <ul style="list-style-type: none"> • Terry Price, "Rethinking the Ethics of Authenticity" (<i>Leadership and the Ethics of Influence</i>, ch. 4) <i>Watch Lecture 23</i>	Reading Question 23 due 4.13 by 4:00 pm (CST) Group Presentations
TH 4.15	<u>Module 24: Hypocrisy and Change of Mind</u> <i>Reading and Lecture Prep (XX pgs total):</i> <ul style="list-style-type: none"> • Kyle Fritz, "The Problem of Hypocrisy and Change of Mind" <i>Watch Lecture 24</i>	Reading Question 24 due 4.15 by 4:00 pm (CST)

Week 14: Group Presentations		
T 4.20	No readings or lectures	Prepare your presentation
TH 4.22	No readings or lectures	Prepare your presentation

		Presentation Reflection due 4.28 by 7:00 pm (CST)
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