

# Ethics of Leadership

**Units** 9.0  
**Time** Monday, Wednesday: 3:00–4:20PM  
**Location** CMUQ 1031

**Instructor** Professor David Emmanuel Gray  
**Contact** CMUQ 1039, [degray@qatar.cmu.edu](mailto:degray@qatar.cmu.edu)  
**Office hours** Sunday, Monday, Tuesday, Wednesday, Thursday: 1:00–3:00PM

## Course Overview

### Description

What is a leader? Responses typically begin by focusing on one who employs influence or power to coordinate a group for some purpose. However, there is often an immediate—and largely implicit—move beyond such simple *definitions* describing who a leader is and what she does towards *evaluations* prescribing who a leader ought to be and what she should do. So calling someone a “leader” suggests a favorable judgment distinguishing her from a mere boss or manager as well as from a tyrant or despot. Leadership, in sum, is more than efficiently and effectively using power and influence; it is an activity demanding adherence to underlying moral commitments connecting those with power and influence to the rest of the group.

This takes us into the domain of ethics, the branch of philosophy examining the nature of morality, good and evil, and right and wrong action. At bottom, ethics addresses the most practical of questions: “What ought I do?” No one can avoid this question, but it has special urgency for those with power and influence. Such people occupy distinctive roles with responsibilities that inevitably require acting in response to a unique host of ethical issues and moral dilemmas while simultaneously being capable of justifying those actions to others. As a result, the study of ethics helps us better appreciate what separates a true leader from other powerful and influential figures.

We begin this study by first understanding how moral justification works in philosophical inquiry. After that, we consider why a group needs people of power and influence, and how such positions invariably carry temptation for abuse. The remainder of the course then explores competing conceptions of how power and influence ought to be exercised, such as with a virtuous character or for the sake of the common good. Throughout this course, my intent is to engage your cognitive and affective capacities for practically deliberating with others about moral issues and, in doing so, prepare you all for your roles as future leaders within your communities and organizations.

### Readings

The following is the required textbook for the course:

- Joanne B. Ciulla. *The Ethics of Leadership*. 2003.

Additional readings will be posted on the course webpage. You are expected to read all the assigned material according to the class schedule on pages 3 and 4.

### Objectives

By the end of this term, I expect that you will be able to:

- Assess competing claims concerning the demands that morality places on the actions and decisions of those in positions of leadership,
- Form considered positions concerning what you judge to be the most defensible position on these issues, and
- Communicate your analysis of these issues through both verbal and written discourse.

I have designed each course requirement with these objectives in mind.

### Announcements & Other Communication

I will post important information on the course webpage, so please routinely check for updates at

<http://www.andrew.cmu.edu/user/degray/leadership/>

Otherwise, I am glad to answer your questions, discuss your work, or respond to your concerns. Please see me at my office hours or get in touch via email.

80-243 Ethics of Leadership, Fall 2013

### Submitting Assignments

To encourage proper citation of sources, all papers must be submitted to TurnItIn. Please refer to page 5 for more information about my academic integrity policy, and also see page 6 for how to setup and use TurnItIn.

### Requirements & Grading

Philosophy is a full-contact sport, but conducted as a cooperative process. Together we wrestle with arguments and not attack those advocating them. Classes will typically follow an instructor-guided seminar format, driven by discussion of the readings and the arguments they contain. As a result, the quality of the course depends critically on your individual attention and participation. The purpose of us coming together as a class is to learn and engage in philosophical activity as a group.

I strongly encourage you to discuss the course’s material outside of class with your fellow classmates, friends, and family, as well as with myself. However, all your work must be done independently, unless otherwise noted. You are expected to be familiar with the university policies on cheating and plagiarism. If you have any questions, please ask; do not assume.

**Assignments** include 2 short analytic summaries and 4 short position papers. Please refer to page 2 for details.

The total points will vary from assignment to assignment. However, each is ultimately scaled to a score from 0 to 5. Unless you are notified of otherwise, the grading distribution will be as follows:

4.00–5.00	A	2.00–2.99	C	0.00–0.99	R
3.00–3.99	B	1.00–1.99	D		

Your final course grade will be on the same 5-point scale, with each assignment weighted as indicated on page 2. (The wise student will realize this provides a chance to recover if you do extremely poorly on an assignment.)

If during the semester you wish to know how you are currently doing in more specific terms than what you can infer from this information, do not hesitate to meet with me. Please note, however: due to Family Educational Rights and Privacy Act (FERPA) regulations, *I will not transmit grade information over email*. All discussion of grades must be done face-to-face with me.

### Late Assignment & Absence Policies

I do *not* accept late assignments, and you get *no* “free” absences. There is one exception: You and I agree on a reasonable accommodation *prior* to the due date or the day you are missing class. I will consider arrangements after the fact only in extraordinary, documented circumstances. I recognize this is extremely demanding. *If you do not feel that you can satisfy this, please enroll in another course.*

### Participation & Attendance

Every class meeting will involve all of us actively *doing* philosophy, rather than passively absorbing what others may say about philosophical issues. As such, attendance and participation are very important. I expect you to show up to class on time, participate thoughtfully, ask questions when you are confused, take notes, and have a grasp of what was accomplished in each meeting. *Attendance is therefore required without exception, and anyone showing up more than 10 minutes late will be politely asked to leave and come back (on time) to our next class meeting.* To enforce this policy, I will promptly take attendance at 3:00PM. If you arrive after I have called your name, then you will be marked as tardy. Please refer to page 2 for more details.

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# Assignments

## Reading

Most days of class will have an assigned reading (see the schedule on pages 3 and 4) that you will be expected to have read and thought about *before* class. This will allow us to devote our time to discussing and assessing the texts rather than simply reviewing their contents. Hence, you need to do more than merely peruse the readings: you must endeavor to understand what they are trying to convey. Keep in mind that reading philosophy is not like reading a novel or a textbook. There will be times when you have to read slowly and carefully. Sometimes you may have to stop and think about things; and you should be prepared to go back and reread if necessary. In some cases, multiple readings of the text may be necessary. I encourage you to take notes while you read, so that you can remember the text's main points. Finally, feel free to bring questions about the reading to class.

## Participation (10% of Final Grade)

Your base participation grade will be on the 5-point scale from page 1, and it will consist of your overall grade on all graded assignments. For example, if the weighted average of your grades on papers is an 3.57, then your base participation grade is also an 3.57, or a B. Calculating your base participation grade can be done with a calculator. The formula is as follows:

$$\begin{aligned} \text{Base Participation Grade} = & [(Analytical \text{ Summary \#1 Grade} \times 0.10) + \\ & (Analytical \text{ Summary \#2 Grade} \times 0.10) + \\ & (Position \text{ Paper \#1 Grade} \times 0.15) + \\ & (Position \text{ Paper \#2 Grade} \times 0.15) + \\ & (Position \text{ Paper \#3 Grade} \times 0.15) + \\ & (Position \text{ Paper \#4 Grade} \times 0.15)] \div \\ & 0.90. \end{aligned}$$

At the end of the semester, I will calculate your base participation grade this way. After that, I will then take into consideration the items below in order to raise or lower this base participation grade.

**Absences, tardy arrivals, and other distracting behavior** impact your participation grade in the following ways: each unexcused class absence will lower your participation grade by 1.0 point (one letter grade), while each time you are tardy will lower it by 0.5 points (one-half letter grade). Sleeping in class, chatting with the person sitting next to you, using your cell phone, leaving the classroom, or similar behavior will be treated as an absence or as tardiness depending on the particulars of the circumstances.

**Active and productive class participation**, on the other hand, boosts your participation grade by up to 2.0 points (two letter grades). Also, if you have perfect attendance with no tardy arrivals, your participation grade will be automatically boosted an additional 1.0 point (one letter grade).

Note that it is possible that your participation grade can go negative because of penalties. On the other hand, it is also possible that your participation grade could go well above 5.0 points. Strive for the latter!

## Class Summaries (10% of Final Grade)

For the first five minutes of each class, a student will randomly be selected (by the roll of dice) to present a short summary of our previous class meeting. You all are expected to have gone over your course notes and distilled them down into a succinct analysis of the most important and/or interesting issues covered and how we discussed them. The person chosen will simply be expected to present to the class the fruits of that distillation. Given that most of our class meetings involve assessing competing positions on an issue, the presenter should endeavor to convey the crux of disagreement between these competitors while noting how the class addressed them. Keep in mind that you will only have five minutes to present; I will ask you to stop after that time is up. Every student will present at least once and no student will present more than twice. Otherwise, the particular time and frequency of presentations will be entirely random. More details, including a grading rubric, will be provided in class.

## Analytic Summaries (20% of Final Grade)

There will be two analytic summaries, each of which will count for 10% towards your final course grade. Each consists of a brief (about 700 words, or around 2 pages) summary of an argument presented in the reading, but without providing any critically commentary of that argument. These summaries will be due the day *before* we discuss the argument in question together in class. The purpose of these analytical summaries is to practice taking a longer argument and, in your own words, condensing it down to a concise statement of (1) the argument's main conclusion, (2) the set of premises, reasons, or evidence that are offered as support for that conclusion, and (3) how those premises are supposed to support or otherwise entail the conclusion. More details, including a grading rubric, will be provided in class.

## Position Papers (60% of Final Grade)

There will be four position papers, each of which will count for 15% towards your final course grade. Each consists of a sustained (for about 1,100 words, or around 4 pages) argument supporting a particular claim or conclusion. The purpose of this paper is to practice building a reasoned argument in support of a position of your own on an issue raised by the reading and discussed in class. For this paper, you are asked to (1) state concisely your central claim or conclusion and then (2) demonstrate how this conclusion is supported or entailed by premises, reasons, and/or evidence that are plausible in their own right or difficulty to deny. More details, including a grading rubric, will be provided in class.

## Rough Drafts

Unless I say otherwise, you are *not* required to turn in any rough drafts of your papers. Of course, I will gladly meet with you to discuss your paper. Please do not simply email me your paper, however. Unless you are asking a relatively simple, technical question, email conversations on subtle philosophical issues are seldom productive. Instead, schedule an appointment with me, bring two copies of your paper to that meeting (one for you and one for me), and together we will go over the particular areas of the paper that you would like to talk about. Past experience shows that this method of reviewing rough drafts is the most effective for everyone involved.

Now, if you do insist on emailing me your paper, keep in the following two things in mind:

1. If it is the weekend or after 5:00PM, the likelihood of me reading your paper immediately is slim. (I have a wife who, for some reason, wants me to pay attention to her when I am not at the office.) So expect any comments about your paper to arrive the next weekday morning at the earliest. Of course, if you have a simple, technical question, I usually respond much quicker, even on weekends. (My wife can tolerate me quickly writing short emails.)
2. I will only read your paper until I encounter *one* area for improvement, large or small, and I will inform you of it. This area typically involves something in the introductory paragraph. I seldom get more than two paragraphs into the paper. Needless to say, this will help ensure a well-written introduction, but otherwise it is a highly inefficient way for you to develop more substantive areas of your paper.

In short, I *highly* encourage you to meet with me face-to-face to talk about specific areas of your paper you need help with. Doing so will almost certainly make a difference in the quality of your final paper, and that, in turn, will make my task of reading it far more enjoyable.

# Schedule

wk	Date	Topic/Readings	# Pages	Assignments
1	8/26 (Mon)	<b>Introduction</b>		
	8/28 (Wed)	<b>Prologue: Leadership from the Perspective of Philosophical Ethics</b> Plato, <i>Gorgias</i> (PDF on webpage).	35	Topic for analytic summary #1 handed out.
2	9/2 (Mon)	<b>Justifying a Moral Claim (Unit #1)</b> Lewis Vaughn, <i>The Power of Critical Thinking</i> (PDF on webpage).	15	
	9/4 (Wed)	<b>Justifying a Moral Claim</b> Ruth Benedict, "Anthropology and the Abnormal", pp. 231–239. Mary Midgley, "Trying Out One's New Sword", pp. 239–244. Joanne Ciulla, "Case: The Oil Rig", pp. 263–265.	17	
3	9/8 (Sun)			<b>Analytic summary #1</b> due by 12:00PM (noon) via TurnItIn.
	9/9 (Mon)	<b>Justifying a Moral Claim</b> David Hume, <i>A Treatise on Human Nature</i> (PDF on webpage). David Hume, <i>An Enquiry Concerning the Principles of Morals</i> (PDF on webpage). James Rachels and Stuart Rachels, "Subjectivism in Ethics" (PDF on webpage). Jonathan Bennett, "The Conscience of Huckleberry Finn" (PDF on webpage).	24	
	9/11 (Wed)	<b>Justifying a Moral Claim</b> James Rachels & Stuart Rachels, "Are There Proofs in Ethics?" (PDF on webpage). Shelly Kagan, <i>Normative Ethics</i> (PDF on webpage). James Rachels & Stuart Rachels, "The Case of Fauziya" (PDF on webpage).	17	Topic for analytic summary #2 handed out.
4	9/16 (Mon)	<b>Exercising Power (Unit #2)</b> Gary Yukl, "Power and Influence Tactics" (PDF on webpage). Bowen McCoy, "The Parable of the Sadhu", pp. xvi–xviii.	11	
	9/18 (Wed)	<b>Exercising Power</b> Thomas Hobbes, <i>Leviathan</i> (PDF on webpage).	15	
5	9/22 (Sun)			<b>Analytic summary #2</b> due by 12:00PM (noon) via TurnItIn.
	9/23 (Mon)	<b>Exercising Power</b> Dean Ludwig & Clinton Longenecker, "The Bathsheba Syndrome: The Ethical Failure of Successful Leaders", pp. 70–81. Plato, "The Ring of Gyges", pp. 28–30. Howard Kurtz, with Michael Powell, "Bill Clinton's Very Personal Reflections" (PDF on webpage).	17	
	9/25 (Wed)	<b>Exercising Power</b> Ayn Rand, "Why Self-Interest Is Best", pp. 44–52. Lynn Parramore, "How a Libertarian Used Ayn Rand's Crazy Philosophy to Drive Sears Into the Ground" (PDF on webpage). Karen Marquiss, "The Conflict at Lomatex Chemical" (PDF on webpage).	16	Topic for position paper #1 handed out.
6	9/30 (Mon)	<b>Exercising Power</b> Plato, "Tyranny and the Tyrant" (PDF on webpage). Susan Dominus, "Is Giving the Secret to Getting Ahead?" (PDF on webpage).	27	
	10/2 (Wed)	<b>Leading Virtuously (Unit #3)</b> Aristotle, "Excellence of Character" (PDF on webpage). Joanne Ciulla, "Does Personal Morality Matter?", pp. 68–69. Joanne Ciulla, "Innocent or Guilty?", pp. 110.	16	
7	10/6 (Sun)			<b>Position paper #1</b> due by 12:00PM (noon) via TurnItIn.
	10/7 (Mon)	<b>Leading Virtuously</b> Aristotle, "Intellectual Excellence" (PDF on webpage).	11	
	10/9 (Wed)	<b>Leading Virtuously</b> Niccoló Machiavelli, <i>The Prince</i> (PDF on webpage).	13	Topic for position paper #2 handed out.
	10/14, 16	 <b>Eid Al-Adha Break</b>		

wk	Date	Topic/Readings	# Pages	Assignments
8	10/21 (Mon)	<b>Leading Virtuously</b> Max Weber, "Legitimate Authority and Charisma", pp. 189–192. Charles Lindholm, "The Only God You'll Ever See: Jim Jones and the People's Temple", pp. 192–202. Robert Solomon, "The Myth of Charisma", p. 202–212.	24	
	10/23 (Wed)	<b>Class Meeting led by Kevin D'Arco, Student Development Coordinator</b> Readings to be announced.	TBA	
9	10/27 (Sun)			<b>Position paper #2 due by 12:00PM (noon) via TurnItIn.</b>
	10/28 (Mon)	<b>Leading Virtuously</b> David Hume, "Of the Independency of Parliament" (PDF on webpage). David Hume, "That Politics May Be Reduced to a Science" (PDF on webpage). Alexander Hamilton, James Madison & John Jay, <i>The Federalist Papers</i> (PDF on webpage).	14	
	10/30 (Wed)	<b>Promoting the Greater Good (Unit #4)</b> Robert Greenleaf, "The Servant as Leader", pp. 212–219. Yasin Sarayrah, "Servant Leadership in the Bedouin-Arab Culture" (PDF on webpage).	25	
10	11/4 (Mon)	<b>Promoting the Greater Good</b> Jeremy Bentham, <i>An Introduction to the Principles of Morals and Legislation</i> (PDF on webpage). Robert Nozick, "The Experience Machine" (PDF on webpage).	19	
	11/6 (Wed)	<b>Promoting the Greater Good</b> John Stuart Mill, "What Utilitarianism Is" (PDF on webpage). Ursula Le Guin, "The Ones Who Walk Away from Omelas", pp. 161–167.	16	
11	11/11 (Mon)	<b>Promoting the Greater Good</b> John Stuart Mill, "On the Connexion Between Justice and Utility" (PDF on webpage).	13	
	11/13 (Wed)	<b>Promoting the Greater Good</b> Michael Walzer, "Political Action: The Problem of Dirty Hands" (PDF on webpage).	13	Topic for position paper #3 handed out.
12	11/18 (Mon)	<b>Promoting the Common Good (Unit #5)</b> Alex London, "Threats to the Common Good: Biochemical Weapons and Human Subjects Research" (PDF on webpage).	8	
	11/20 (Wed)	<b>Promoting the Common Good</b> Immanuel Kant, "Transition from Common to Philosophical Moral Rational Cognition" (PDF on webpage). Joanne Ciulla, "Is a Lie Always a Lie?", p. 118.	12	
13	11/24 (Sun)			<b>Position paper #3 due by 12:00PM (noon) via TurnItIn.</b>
	11/25 (Mon)	<b>Promoting the Common Good</b> Immanuel Kant, "Transition from Popular Moral Philosophy to the Metaphysics of Morals" (PDF on webpage). Joanne Ciulla, "Sleazy or Stupid?", pp. 63–64. Joanne Ciulla, "On 'Women' and 'Girls'", p. 111.	21	
	11/27 (Wed)	<b>Promoting the Common Good</b> United Nations Commission on Human Rights, "Universal Declaration of Human Rights", pp. 256–263. Onora O'Neill, "The Dark Side of Human Rights" (PDF on webpage).	21	Topic for position paper #4 handed out.
14	12/2 (Mon)	<b>Epilogue: Imparting a Vision</b> James Burns, "The Structure of Moral Leadership", pp. 219–228.	10	
	12/4 (Wed)	<b>Epilogue: Imparting a Vision</b> Plato, <i>Apology</i> (PDF on webpage). Plato, "The Allegory of the Cave" (PDF on webpage).	18	
	12/9 (Mon)			<b>Position paper #4 due by 12:00PM (noon) via TurnItIn.</b>

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# Policies

## Reasonable Accommodations

I recognize that you are a human being with occasional human problems associated with human finitude. Illness, family emergencies, job interviews, other professors, etc. . . will inevitably lead to legitimate conflicts over your time. If you expect that you will be missing class or be unable to turn in an assignment on time, please notify me (either in class or via email) *in advance* and we can agree on a reasonable accommodation. Please recognize that most reasonable accommodations will still carry a penalty: your grade on the assignment may be reduced (since you will be given more time than your classmates), or you may have to do additional work not required of your classmates. So when proposing a reasonable accommodation be prepared to state what you take to be a fair penalty for that accommodation. I will then decide whether to accept or reject your proposal. Any arrangements after the fact will only be considered in extraordinary, documented circumstances.

## Challenging an Assignment Grade

Please recognize that I am human also: mistakes may occasionally occur when grading your assignments. Therefore, you have *one week* after an assignment is handed back to challenge its grade. To do so, you must return the assignment to me along with a clearly written explanation of your reason for challenging its grade. I will promptly and seriously consider all such requests and meet with you, if necessary, to resolve them. Assignments without a written explanation with not be considered. After one week, no challenges will be accepted. Of course, if you are not satisfied with your grade, but recognize that it was not due to a fault in the grading, I encourage you to talk with me to learn how to improve on future assignments.

## Students with Disabilities

In compliance with university policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations should be made during the first week of the term, except for unusual circumstances, so arrangements can be made. Students are required to register for disability verification and for determination of reasonable academic accommodations. For more information, visit

<http://www.cmu.edu/hr/eos/disability/students/index.html>

## Sexual Harassment Policy

It is the policy of the university that no male or female member of the university community (i.e., students, faculty, administrators, or staff) may sexually harass any other member of the community. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education; or
- Submission to or rejection of such conduct is used or threatened to be used as the basis for academic or employment decisions affecting that individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating what a reasonable person would sense as an intimidating, hostile, or offensive employment, educational, or living environment.

For more information, visit

<http://www.cmu.edu/policies/documents/SexHarass.html>

## A Note on Classroom Courtesy

Class begins promptly at 3:00PM. You are expected to be seated by that time and to remain seated until the class is dismissed. If you must leave before the class ends because of a medical appointment, or similar commitment, notify me before class begins and sit near the door. Students who leave without providing such notice and have not suddenly taken ill will be expected to drop the course and not to return.

## Video Taping and Audio Recording

Your classmates and I have a reasonable expectation to not be recorded in this course. Therefore, videotaping and audio recording are prohibited without our expressed, unanimous permission.

## Cell Phones, Laptops, and Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Therefore, I expect you to silence mobile phones prior to class and to not use them during class. *All laptops should be closed unless you have made prior arrangements with me and have demonstrated that using a laptop is necessary for your learning.*

## Academic Integrity

Academic integrity is embodied by commitments to honesty, respect, trust, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others in your papers, and seeking help whenever you feel that you are struggling.

In this class, typical violations of academic integrity involve plagiarism. Examples of this include cutting-and-pasting material from the Internet without proper citation, paraphrasing material from external sources without attribution, and copying ideas from a classmate without reference. To avoid this, you must strive for clarity in your writing in order to distinguish between when you are presenting your own ideas (typically by using the pronoun "I") and when you are presenting someone else's ideas (by properly citing the source). Keep in mind, this includes the ideas of your classmates: if a classmate says something that you want to use in your own paper, then you should simply cite it, for instance, as "from a conversation with X".

In general, proper citation lets me know what it is I am evaluating about your writing. Am I evaluating your own original ideas? or am I evaluating your presentation of someone else's ideas? or am I evaluating you expanding on someone else's ideas? All of these tasks are important in philosophy, so do not be ashamed when you are doing them. I honestly do not expect every single thing you write to be uniquely yours, but I do expect you to be clear and honest about what it is you are doing in your papers.

While I treat violations of academic integrity on a case-by-case basis, there are some basic patterns I follow. When I suspect a violation, I will first meet with the student for an explanation. If I remain convinced that there is a violation, I will write a letter to the Dean of Academic Affairs indicating that the student in question submitted plagiarized material. Beyond that, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for plagiarizing a paper is worse than for not having written a paper at all. Plagiarism is also a violation of the community standards at Carnegie Mellon University. As such, there may be further penalties imposed by a University Academic Review Board. For more information, see the section on "University Policies" in the most recent edition of *The Q Word: Undergraduate Student Handbook & Planner*.

If you ever find yourself tempted to violate these standards of academic integrity, please seek an alternative course of action. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact on you will be far gentler in these ways.

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# Using TurnItIn

## Setting Up Your TurnItIn Account

For this course, I will be using TurnItIn to assist me in verifying that each of your papers is an original piece of scholarly work. For those of you not familiar with this website, you submit a copy of each of your papers to it, and TurnItIn examines your work against its database of papers and websites. This allows me to quickly confirm that you are correctly citing your sources. I will then print your papers myself, so you do *not* need to hand in any hardcopies to me.

Before you can turn anything in, you must set up an account on TurnItIn and get it connected to this course. This is a relatively painless process so do not be scared. If computers frighten you, find a classmate who may help you set up your account.

Regardless, follow these simple instructions in order to begin your journey on the path of originality:

1. Get a computer with Internet access.
2. Open up a web browser and go to: <http://www.TurnItIn.com>.
3. You may be asked to select your language. If so, please click on [English \(US\)](#). (Beyond English, I am familiar with Ancient Greek and Latin, neither of which is useful for guaranteeing that these instructions work for any of the site's other supported languages.)
4. Now look towards the top right of the webpage and click on [Create Account](#).
5. On the next screen, look for the section entitled "Create a New Account". In that section, click on [student](#).
6. On the next screen, enter the following information:

class ID:	<b>6749990</b>
class enrollment password:	<b>plato</b>

Enter your (real) first and last name, along with your *university* email address (or whatever email address you actually check).

Make up a password (and *write it down!* No seriously, write it down *right now!* Just write it here: \_\_\_\_\_) and enter it into the two fields.

Select a secret question from the pull down menu and then type the answer in the space provided.

Unless you are a child prodigy, please tick the circle next to "I am at least 13 years of age".

Finally, read and understand the license agreement, or (like me) just skip it and click the "**I agree -- create profile**" button.

7. On the next screen it should say you are now setup and enrolled in my class. And so you are done. Ignore the instructions it gives you. You do not need to turn anything in right now—unless, of course, you put this off until the first paper was due!

## Turning It In with TurnItIn

Now that you have set up your TurnItIn account, you are now ready to submit your highly original papers. Please note that you are expected to submit all papers via the TurnItIn website *before* their respective due date/time in order to avoid a late penalty. The website is set to stop accepting papers after that time. Turning in a hardcopy in class is not required as long as the paper has been successfully submitted to TurnItIn.

In order to turn in your first assignment, please follow these instructions:

1. Finish the assignment. Make sure it is all in a *single* text file (acceptable formats are MS Word, WordPerfect, PostScript, PDF, HTML, RTF, and plain text) on a computer.
2. Find a computer with Internet access and put your paper's file on it.
3. Open up a web browser and go to: <http://www.TurnItIn.com>.
4. You may be asked to "Select your language". If so, please click on [English \(US\)](#). (See previous instructions for my esoteric knowledge of foreign languages.)
5. Look towards the top right of the webpage and enter your email address and password (which you had better have written down) and then click on the "**SIGN IN**" button.
6. On the next screen, click on [Ethical Theory](#).
7. On the next screen, click the "**Submit**" button next to the name of the assignment you wish to turn in.

8. On the next screen, select "**single file upload**" from the pull down menu. Do *not* use "cut & paste upload", as it will remove all your document's precious formatting!

Your first and last name should already be filled in.

For the submission title enter "My Assignment" (or "Plato Approved" or something else witty and clever).

Then click the "**Choose File**" button to find the location of the assignment's file on the computer.

Finally, click the "**upload**" button and wait patiently until your file has indeed been uploaded.

9. On the next screen, make sure this is the file you wish to submit and then click the "**submit**" button.
10. On the next screen, it should say that your submission was successful. Now you are almost done. Please *save a copy* of this "TurnItIn Digital Receipt" so that, in case anything goes wrong, I can verify that you turned it in on time. It is *your responsibility* to do this. Failure to do so means that you will not be absolved of any late penalties. Now you are really done. Congratulations.

### Problems Submitting Your Paper?

If any problems occur when trying to submit, please email a copy of your assignment to me *before* the posted date and time that the assignment is due. I can then submit the paper for you. If you cannot do this, then you must submit a hardcopy to me personally to avoid a late penalty (and I must actually have the paper in hand before the due date/time).

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# Academic Honor Code

## Section 1: Statement of Purpose

The fundamental objective of this course is to provide students with a high quality education while developing their sense of ethics and social responsibility. Any instance of dishonesty hurts the entire community. It is with this in mind that the professor has set forth an Academic Honor Code for this class.

## Section 2: Objectives

This Honor Code aims to cultivate a community based on trust, academic integrity and honor. It specifically aims to accomplish the following:

- Ensure that students and professor understand that the responsibility for upholding academic honesty lies with them;
- Prevent any students from gaining an unfair advantage over other students through academic misconduct;
- Ensure that students understand that academic dishonesty is a violation of the profound trust of the entire academic community.

## Section 3: Student Responsibilities

The immediate objective of an Academic Honor Code is to prevent any students from gaining an unfair advantage over other students through academic misconduct. Academic misconduct is any act that does or could improperly distort student grades or other student academic records. Such acts include but need not be limited to the following:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, report, examination, or other assignment included in an academic course;
- Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism);
- False claims of performance or work that has been submitted by the claimant.

While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor.

Each student in this class must sign an Honor Agreement affirming their commitment to uphold this Honor Code. This Honor Agreement may reappear on assignments to remind students of their responsibilities under this Academic Honor Code.

## Section 4: Faculty Responsibilities

The professor is expected to create an environment where honesty flourishes. In creating this environment, the professor is expected to do the following:

- Make known to the class as specifically as possible what constitutes appropriate academic conduct as well as what comprises academic misconduct. This includes but is not limited to the use of previously submitted work, collaborative work on homework, etc.
- Avoid the reuse of paper topics;
- Include a paragraph containing their academic integrity policy on the course syllabus.

The professor is also expected to provide clarification to any student questions concerning any of the above.