

# ETHICS of LEADERSHIP

**Units** 9.0  
**Time** Sunday, Tuesday: 4:30PM–5:50PM  
**Location** CMUQ 1031  
**Website** <https://www.andrew.cmu.edu/user/degray/EL17/>

**Instructor** Professor David Emmanuel Gray  
**Contact** CMUQ 1039, ✉ [degray@cmu.edu](mailto:degray@cmu.edu), 🐦 @ProfessorDEG  
**Office Hours** Thursday: 9:00AM–5:00PM

## Course Overview

### Description

What is a leader? Responses typically begin by focusing on one who uses power and influence to coordinate a group towards some purpose. However, there is often an immediate—and largely implicit—move beyond such simple *definitions* describing who a leader is and what he or she does towards *evaluations* prescribing who a leader ought to be and what he or she should do. So calling someone a “leader” usually suggests a favorable judgment distinguishing him or 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 morality, good and evil, and right and wrong action. 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. Leaders occupy distinctive roles with responsibilities that require not only acting in response to a unique host of ethical issues and moral dilemmas but also 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 developing a framework for philosophically approaching ethics by 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 for the sake of the greater good or done in accordance with respect for individual persons. 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.

### Objectives

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

- Assess competing claims concerning the nature of leadership and the demands that morality places on the actions and decisions of leaders,
- Form considered judgments concerning what you conclude 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.

### Readings

All readings are posted on the course website. You are expected to read all assigned material according to the class schedule on pages 4–6.

### Announcements & Other Communication

I will email important information to you throughout the semester, so please routinely check your CMU email address for updates. 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.

### Requirements & Grading

Philosophy is a full-contact sport, but conducted as a cooperative process. Together we wrestle with arguments and not attack those making them. Classes 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 everyone’s 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 me. Even so, 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 class summaries, two analytic summaries, and four position papers. Please refer to pages 2 and 3 for details.

The total points will vary from assignment to assignment. However, each assignment’s grade is ultimately scaled to a score from 0 to 5. Unless you are notified of otherwise, the grading scale is 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 pages 3 and 4.

If 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.

### Submitting Assignments

To encourage proper citation of sources, all assignments must be submitted to Blackboard. If any problems occur, please email me a copy of your assignment *before* it is due. I will then submit it for you. See pages 12 and 13 for more information about my academic integrity policy.

### Participation & Attendance

This course is based on the principle of experiential learning, where you learn not only from me but from your discussions and interactions with your classmates. Like any activity, philosophy can only be learned through practice. Indeed, every class meeting will involve all of us actively *doing* philosophy, rather than passively absorbing what others may say about philosophical issues. As such, participation and attendance are very important to your success in this class. See below for this course’s strict absence policy and page 2 for more on how participation and attendance affect your grade.

### 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 an assignment’s due date or the day you miss class. I consider arrangements after the fact only in extraordinary, documented circumstances. See page 12 for more about such accommodations. Regardless, *students missing more than five classes—whether these absences are excused or not—will automatically fail this course.*

# Assignments

## Reading

Most days of class have an assigned reading (see the schedule on pages 4–6) that you are expected to have read and thought about *before* class. This allows us to devote more 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 this material is not like reading a novel or a textbook. There will be times when you must read slowly and carefully. Sometimes you may have to stop and think about things; and you should be prepared to go back and reread sections if necessary. In some cases, multiple readings of the entire text may be necessary. I expect that you 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.

**Reading questions:** To help guide you in this process, I post reading questions on the course website that will highlight the concepts and arguments that will frame our class discussions of that material. The questions primarily have you demonstrate your comprehension of the readings' main claims and arguments.

## Participation (10% of Final Grade)

Unlike lecture based classes, this course challenges each of us to share in the difficult process of understanding and evaluating complex and important works of philosophy. As a result, class attendance and participation are very important in understanding and retaining the class material. Therefore, I will take attendance promptly at the start of each class at 4:30PM. However, I will do my best to make our class meetings worthwhile and time well spent. I will also take special care to create environments in which you feel comfortable asking questions and expressing your views about the course material. To get the most out of our class meetings, *do not confuse this cooperative style of learning with mere conversation or informal, organized chatting.*

### Missing Class? Late to Class?

It is extremely important that you are caught up on the course material and not falling behind. Therefore, I will take attendance promptly at the start of each class at 4:30PM. If you are not sitting in your seat at that time—regardless of whether you are absent or merely thirty-seconds late to class—you are *required* to email me a written class summary of that day's class before 11:59PM the next day.

A **written class summary** is a brief (≈750-word) write up about that day's material, following the structure and criteria of the regular, verbal class summaries discussed above. The only difference is that this summary is written and should follow the "General Technical Requirements for Written Assignments" (on page 7). Please use the template provided on the course website in doing so.

Each written class summary is graded according to the 5-point grading scale from page 1. The same criteria as the verbal class summaries will be applied in calculating this grade, and it will be included in the average of your verbal class summary grades. Failure to email me this write up before 11:59PM the next day will result in a 0.00 (R) for that assignment. See page 9 for a sample grading rubric.

## Class Summaries (10% of Final Grade)

I expect that during each class meeting you are taking notes, paying close attention to what we are covering, asking questions when confused, and, by the end of class, grasping what we accomplished. After each class you should then review your course notes and distill them down into a succinct analysis of the most important and/or interesting issues covered that day. You should also consult the reading for that day to fill in any gaps of material that you might have not fully understood. Given that most of our meetings involve critically assessing one or more positions on an issue, the distillation process endeavors to understand these positions and how the class analyzed them.

The fruits of this process is assessed at the beginning of each class, where *one* student will be randomly selected (by the roll of a die) to present a five-minute **verbal summary** of our previous class meeting. Being confused about the previous class, or having been absent from it, is not an excuse: you always have permission to consult the notes—but *nothing* more—of a classmate. Indeed, I highly encourage you all to consult with each other and compare course notes *outside* of class, but you may only use your own notes during your in-class presentation. Keep in mind that you only have five minutes to present; I will ask you to stop after that time is up.

*Do not organize this presentation like a book report*, where you proceed chronologically through each and every moment of our previous class. This will be extremely confusing for your audience, and you are likely to miss important points. Instead, *organize your verbal summary around how we answered the posted reading questions*, regardless of the order in which they were addressed during class. Doing so provides a natural organization while ensuring that you cover all the relevant issues. If there were no posted reading questions for that class, then summarize the two or three most important ethical issues we addressed during class.

Every student will do at least one class summary. Otherwise, the particular time and frequency of verbal class summaries is entirely random. Each verbal class summary is graded according to the 5-point grading scale from page 1. If you are selected but not present (due to either an unexcused absence or tardy arrival), you receive a 0.00 (R). Your overall class summary grade is determined at the end of the semester by taking the average of the individual class summary grades you earned. See page 8 for a sample grading rubric.

### Free Passes

You get two free passes to use during this course. One free pass may be exchanged for the following:

- A re-rolling of the die for a verbal class summary (keep in mind that you may be randomly selected again by the die),
- Not having to submit a written class summary (due to an absence or tardy), or
- A 24-hour extension for any written assignment.

For each free pass that you do not use by the end of the course, I will boost your participation grade by 0.25 (one-quarter of a letter grade). So use your two free passes wisely!

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# Assignments (Continued)

## 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 ( $\approx$ 750-word) summary of an argument presented in the reading but without providing any critical commentary of that argument. The first analytic summary is due *after* we have discussed the argument in question together in class, while the second one is due the day *before* we cover it in class. The purpose of these analytical summaries is to practice taking a longer argument and, in your own words, condense it into a concise statement of (1) the argument's central position (or main thesis), (2) the set of premises, reasons, and/or evidence that is offered as support for that position, (3) why these premises, reasons, and/or evidence are thought plausible in their own right or difficult to deny, and (4) how these premises, reasons, and/or evidence are supposed to support or otherwise entail the central position. See page 10 for the grading rubric.

## 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 ( $\approx$ 1,200-word) argument supporting a particular claim or conclusion. The purpose of these papers is to practice building a reasoned argument in support of a position of your own on an issue raised by the readings and discussed in class. For each position paper, you must (1) state concisely your central position (or main thesis) on the issue; (2) demonstrate how this position is supported or entailed by premises, reasons, and/or evidence; and (3) explain how these premises, reasons, and/or evidence are plausible in their own right or difficult to deny. See page 11 for the grading rubric.

### Twelve-Hour Grace Period

All written assignments (analytic summaries, position papers, and any written class summaries) have an automatic twelve-hour grace period. This means that you are free to submit each of these assignments (via Blackboard) up to twelve hours *after* its posted due date/time without penalty. In sort, these assignments have an automatic twelve-hour extension. However, I will only consider further extensions in extraordinary, documented circumstances.

## Rough Drafts

Unless I say otherwise, you are not required to turn in any rough drafts. Of course, I will gladly meet with you to discuss your paper. However, if you are not asking a relatively simple technical question, please do not just email me your paper. 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 areas of the paper with which you are struggling. Past experience shows that this method of reviewing rough drafts is the most effective.

If you do insist on emailing me your paper, keep in the following in mind:

1. If it is the weekend or after 5:00PM, the likelihood of me reading your paper immediately is slim. So expect any comments to arrive the next weekday at the earliest. Of course, if you have a simple, technical question, I usually respond much quicker, even on weekends.
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 the more substantive parts of your paper.

In short, I highly encourage you to meet face-to-face with me about specific areas for which you require my assistance. Doing so will almost certainly make a huge difference in the quality of your final paper, and, in turn, my task of reading it will prove far more enjoyable.

# Schedule

wk	Date	Topic/Readings	# Pages	Assignments
1	1/15 (Sun)	<b>Prologue: Leadership &amp; Its Moral Challenges</b>		Analytic summary #1 topic posted.
	1/17 (Tue)	Zaleznik, A. (2004, January). Managers and Leaders: Are They Different? <i>Harvard Business Review</i> , 82(1), 74–81. (Original work published 1977).	8	
	1/21 (Sat)			<b>Analytic summary #1</b> due by 12:00PM (noon) via Blackboard.
2	1/22 (Sun)	Machiavelli, N. (1988). <i>The Prince</i> (Q. Skinner & R. Price, Eds.). Cambridge: Cambridge University Press. (Original work published 1532).	14	
	1/24 (Tue)	<b>Leadership &amp; Ethics from a Philosophical Perspective (Unit #1)</b> Plato. (2010). <i>Gorgias</i> . In M. Schofield (Ed.) & T. Griffith (Trans.), <i>Gorgias, Menexenus, Protagoras</i> (pp. 1–114). Cambridge: Cambridge University Press. (Original work written c.380 BCE).	36	
3	1/29 (Sun)	Hume, D. (1978). <i>A Treatise of Human Nature</i> (2 <sup>nd</sup> ed.) (L. A. Selby-Bigge & P. H. Nidditch, Eds.). Oxford: Oxford University Press. (Original work published 1739–1740). Hume, D. (1975). <i>An Enquiry Concerning the Principles of Morals</i> . In L. A. Selby-Bigge & P. H. Nidditch (Eds.), <i>Enquiries Concerning Human Understanding and Concerning the Principles of Morals</i> (3 <sup>rd</sup> ed., pp. 169–323). Oxford: Oxford University Press. (Original work published 1777). Rachels, J., & Rachels, S. (2012). Subjectivism in Ethics. In <i>The Elements of Moral Philosophy</i> (7 <sup>th</sup> ed., pp. 32–48). New York: McGraw-Hill.	17	Analytic summary #2 topic posted.
	1/31 (Tue)	Rachels, J., & Rachels, S. (2012). What Is Morality? In <i>The Elements of Moral Philosophy</i> (7 <sup>th</sup> ed., pp. 1–13). New York: McGraw-Hill. Rachels, J., & Rachels, S. (2012). Are There Proofs in Ethics? In <i>The Elements of Moral Philosophy</i> (7 <sup>th</sup> ed., pp. 41–48). New York: McGraw-Hill. <i>Optional</i> : [Justifying a Drone Attack in Syria]. (2015, September 13). [Radio series episode]. In J. Worricker (Host), <i>Weekend</i> . United Kingdom: BBC World Service. (D. Gray, transcription).	12	
	2/4 (Sat)			<b>Analytic summary #2</b> due by 12:00PM (noon) via Blackboard.
4	2/5 (Sun)	Benedict, R. (1934). Anthropology and the Abnormal. <i>Journal of General Psychology</i> , 10(1), 59–82. Midgley, M. (2003). Trying Out One's New Sword. In <i>Heart and Mind: The Varieties of Moral Experience</i> (Revised ed., pp. 80–87). London: Routledge.	21	
	2/7 (Tue)	<b>Exercising Power (Unit #2)</b> Yukl, G. (2013). Power and Influence Tactics. In <i>Leadership in Organizations</i> (8 <sup>th</sup> ed., pp. 185–220). Upper Saddle River, NJ: Pearson. McCoy, B. H. (1997, May-June). The Parable of the Sadu. <i>Harvard Business Review</i> , 75(3), 54–64. (Original work published 1983).	13	
5	2/12 (Sun)	Hobbes, T. (1994). <i>Leviathan</i> (E. Curley, Ed.). Indianapolis, IN: Hackett. (Original work published 1651/1668). <i>Optional Reference</i> : Curley, E. (1994). Glossary. In T. Hobbes (Author) & E. Curley (Ed.), <i>Leviathan</i> (pp. 550–559). Indianapolis, IN: Hackett. <i>Optional</i> : Libya: Return of the Strongman. (2017, February 17). [Radio series episode]. In O. B. Jones (Host), <i>Newshour Extra</i> . United Kingdom: BBC World Service. (D. Gray, transcription).	15	Position Paper #1 topic posted.
	2/14 (Tue)	 <b>Qatar National Sports Day</b>		
6	2/19 (Sun)	Plato. (1992). [The Ring of Gyges]. In G. M. A. Grube & C. D. C. Reeve (Trans.), <i>Republic</i> (Revised ed., pp. 34–36). Indianapolis, IN: Hackett. (Original work written c.380 BCE). Ludwig, D. C., & Longenecker, C. O. (1993, April). The Bathsheba Syndrome: The Ethical Failure of Successful Leaders. <i>Journal of Business Ethics</i> , 12(4), 265–273. <i>Optional</i> : Kurtz, H., & Powell, M. (2004, June 17). Bill Clinton's Very Personal Reflections. <i>Washington Post</i> . Retrieved January 8, 2017, from <a href="http://www.washingtonpost.com/wp-dyn/articles/A47877-2004Jun16.html">http://www.washingtonpost.com/wp-dyn/articles/A47877-2004Jun16.html</a> .	13	
	2/21 (Tue)	Rand, A. (1957). <i>Atlas Shrugged</i> . New York, NY: Random House. Parramore, L. S. (2013, July 17). How a Libertarian Used Ayn Rand's Crazy Philosophy to Drive Sears Into the Ground. <i>AlterNet</i> . Retrieved August 16, 2016, from <a href="http://www.alternet.org/economy/ayn-rand-sears-and-eddie-lampert">http://www.alternet.org/economy/ayn-rand-sears-and-eddie-lampert</a> .	21	
	2/25 (Sat)			<b>Position Paper #1</b> due by 12:00PM (noon) via Blackboard

# Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments
7	2/26 (Sun)	<b>Exercising Power (Unit #2 Continued)</b> Plato. (1992). [Tyranny and the Tyrant]. In G. M. A. Grube & C. D. C. Reeve (Trans.), <i>Republic</i> (Revised ed., pp. 236–250). Indianapolis, IN: Hackett. (Original work written c.380 BCE). Dominus, S. (2013, March 27). Is Giving the Secret to Getting Ahead? <i>New York Times Magazine</i> . Retrieved January 8, 2017, from <a href="http://www.nytimes.com/2013/03/31/magazine/is-giving-the-secret-to-getting-ahead.html">http://www.nytimes.com/2013/03/31/magazine/is-giving-the-secret-to-getting-ahead.html</a> . <i>Optional:</i> [Tyranny in North Korea]. (2015, October 10). [Radio series episode]. In J. Worricker (Host), <i>Weekend</i> . United Kingdom: BBC World Service. (D. Gray, transcription).	29	
	2/28 (Tue)	<b>Promoting the Greater Good (Unit #3)</b> Greenleaf, R. K. (2002). The Servant as Leader. In L. C. Spears (Ed.), <i>Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness</i> (25 <sup>th</sup> Anniversary ed., pp. 21–61). New York: Paulist Press. Sarayrah, Y. K. (2004, January). Servant Leadership in the Bedouin-Arab Culture. <i>Global Virtue Ethics Review</i> , 5(3), 58–79.	20	
	3/5, 7	 <b>Spring Break</b>		
8	3/12 (Sun)	Bentham, J. (2003). <i>An Introduction Concerning the Principles of Morals and Legislation</i> . In M. Warnock (Ed.), <i>Utilitarianism and On Liberty</i> (pp. 17–51). Oxford: Blackwell. (Original work published 1789). Nozick, R. (1974). The Experience Machine. In <i>Anarchy, State, and Utopia</i> (pp. 42–45). New York: Basic Books.	21	Position paper #2 topic posted.
	3/14 (Tue)	Mill, J. S. (2003). What Utilitarianism Is. In M. Warnock (Ed.), <i>Utilitarianism and On Liberty</i> (pp. 185–202). Oxford: Blackwell. (Original work published 1861). Le Guin, U. K. (1973, October). The Ones Who Walk Away from Omelas. In R. Silverberg (Ed.), <i>New Dimensions</i> 3 (pp. 1–8). Garden City, NY: Nelson Doubleday.	19	
9	3/19 (Sun)	Mill, J. S. (2003). On the Connexion Between Justice and Utility. In M. Warnock (Ed.), <i>Utilitarianism and On Liberty</i> (pp. 216–235). Oxford: Blackwell. (Original work published 1861).	14	
	3/21 (Tue)	Walzer, M. (1973, Winter). Political Action: The Problem of Dirty Hands. <i>Philosophy and Public Affairs</i> , 2(2), 160–180.	14	
	3/25 (Sat)			<b>Position paper #2 due by 12:00PM (noon) via Blackboard.</b>
10	3/26 (Sun)	<b>Promoting the Common Good (Unit #4)</b> London, A. J. (2003, September-October). Threats to the Common Good: Biochemical Weapons and Human Subjects Research. <i>Hastings Center Report</i> , 33(5), 17–25. <i>Optional:</i> [Paris Attacks: Security and Individual Rights]. (2015, November 14). [Radio series episode]. In P. Henley (Host), <i>Weekend</i> . United Kingdom: BBC World Service. (D. Gray, transcription).	8	Position Paper #3 topic posted.
	3/28 (Tue)	United Nations Commission on Human Rights. (1948, December 10). <i>Universal Declaration of Human Rights</i> . Retrieved December 24, 2003, from <a href="http://www.un.org/Overview/rights.html">http://www.un.org/Overview/rights.html</a> . Kagan, S. (1998). Rights. In <i>Normative Ethics</i> (pp. 170–177). Boulder, CO: Westview Press.	15	
11	4/2 (Sun)	Kant, I. (2012). Transition from Common to Philosophical Morals Rational Cognition. In M. Gregor & J. Timmermann (Eds.), <i>Groundwork of the Metaphysics of Morals</i> (Revised ed., pp. 9–20). Cambridge: Cambridge University Press.	12	
	4/4 (Tue)	Kant, I. (2012). Transition from Popular Moral Philosophy to the Metaphysics of Morals. In M. Gregor & J. Timmermann (Eds.), <i>Groundwork of the Metaphysics of Morals</i> (Revised ed., pp. 9–20). Cambridge: Cambridge University Press.	19	
	4/8 (Sat)			<b>Position Paper #3 due by 12:00PM (noon) via Blackboard</b>

## Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments
12	4/9 (Sun)	<b>Promoting the Common Good (Unit #4 Continued)</b> Burns, J. M. (1978). <i>Leadership</i> . New York, NY: Harper and Row.	12	
	4/11 (Tue)	<b>The Traits of a Good Leader (Unit #5)</b> Weber, M. (1947). Charismatic Authority. In T. Parsons (Ed.) & A. M. Henderson & T. Parsons (Trans.), <i>The Theory of Social and Economic Organization</i> (pp. 358–363). New York City: Free Press. (Original work published 1922.). Lindholm, C. (1990). "The Only God You'll Ever See": Jim Jones and the People's Temple. In <i>Charisma</i> (pp. 137-155). Oxford: Blackwell.	21	
13	4/16 (Sun)	Solomon, R. C. (2004). Ethical Leadership, Emotions, and Trust: Beyond "Charisma". In J. B. Ciulla (Ed.), <i>Ethics, the Heart of Leadership</i> (2 <sup>nd</sup> ed., pp. 83–102). Westport, CT: Praeger.	16	Position paper #4 topic posted.
	4/18 (Tue)	Aristotle. (2002). [Excellence of Character]. In S. Broadie (Ed.) & C. Rowe (Trans.), <i>Nicomachean Ethics</i> (pp. 95–122). Oxford: Oxford University Press. (D. Gray, supplementary footnotes with alternative typesetting). (Original work written c.350 BCE).	16	
14	4/23 (Sun)	Aristotle. (2002). [Excellence of Intellect]. In S. Broadie (Ed.) & C. Rowe (Trans.), <i>Nicomachean Ethics</i> (pp. 176–189). Oxford: Oxford University Press. (D. Gray, supplementary footnotes with alternative typesetting). (Original work written c.350 BCE). <i>Optional</i> : [Courage and the 9/11 Hijackers]. (2001, September 17). [Television series episode]. In B. Maher (Creator), <i>Politically Incorrect</i> . United States: American Broadcasting Company. (D. Gray, transcription).	17	
	4/25 (Tue)	<b>Epilogue: Philosophy as Leadership</b> Plato. (1992). [The Allegory of the Cave]. In G. M. A. Grube & C. D. C. Reeve (Trans.), <i>Republic</i> (Revised ed., pp. 186–190). Indianapolis, IN: Hackett. (Original work written c.380 BCE). Plato. (1981). <i>Apology</i> . In G. M. A. Grube (Trans.), <i>Five Dialogues</i> (pp. 23–44). Indianapolis, IN: Hackett. (Original work written c.380 BCE).	21	
	4/29 (Sat)			<b>Position paper #4</b> due by 12:00PM (noon) via Blackboard.

# General Technical Requirements for Written Assignments

All written assignments are expected to satisfy the following:

1. Have a cover page consisting of a completed Commitment to Academic Integrity Form (you sign it by typing your name).
2. Be double-spaced.
3. Be written in 12PT, "Cambria" (the default MS Word font), or another similar serif-type font.
4. Have side-margins of 1 inch.
5. Have horizontal alignment that is fully justified.
6. Have no extra space between paragraphs.
7. Have each paragraph begin with a tab indentation.
8. Have the paper's total word count at the top left corner of the title page.
9. Have a descriptive title (see section on title pages below).
10. Have page numbers (see section on page numbering below).
11. Follow the APA-style for (A) in-text citations and (B) the last page's list of all references (see section on citing your sources below).

Yes, this is boring, and yes, it is pedantic. The point of these requirements, however, is to allow me to focus more on the *contents* of your paper and not on your skills (or lack thereof) in design. Besides these should also be trivial to follow when using most word processing software. To help, I have included a template satisfying these requirements on the course website.

## Title Pages

For the purposes of this course, your title information should occur at the top of the second page of your paper (after your completed copy of the Commitment to Academic Integrity Form) and consist of (1) your paper's word count, (2) the assignment's name, (3) a descriptive and meaningful title, and (4) your name. The word count should be at the top left, while the rest should be centered. Everything should be single-spaced in the same font, size, and style as the rest of your paper. The following is an example:

Word Count: 603	Troy McClure – 2
Analytic Summary #1 Mill's Argument Against Chocolate By Troy McClure	

Since the dawn of time, man has enjoyed chocolate. In the days of In order to be descriptive and meaningful, the title should give a good indication as to the contents of the paper—and you will have a better idea of this once you complete the paper. So do it last. Feel free to personalize it but do not go crazy.

While a title like "A Summary of Migdley's Argument Against Relativism" is not very exciting, it is perfectly adequate for an analytic summary: it tells the reader the principle issue involved, that it is a summary, and what aspect of the text it covers. Similarly for "Service is the Foundation of Leadership" as a title for a position paper: it specifies the issue and the stance you take on that issue. Keep it simple and direct, being clever and witty takes up time better spent writing the paper itself.

## Page Numbers

Page numbers should appear on the top-right of each page, starting on the second page (i.e., there should be no page number on the cover page with the Commitment to Academic Integrity Form). Page numbers should otherwise be in the same font, size, and style as the rest of your paper, and have your name followed by a hyphen and the page number. The following is an example:

	Troy McClure – 3
chocolate, like we have today, it was mixed with shredded tobacco. And	

## Citing Your Sources

You are required to properly cite all your sources (see pages 12 and 13 of the syllabus for the academic integrity policy). Do this whenever you find yourself quoting or otherwise using the ideas of another person. Please follow APA-style citation guidelines, keeping in mind that *you must cite all sources, even if you are only putting their ideas into your own words.*

**In-Text Citations:** When you reference any source, you need to do an in-text citation with (1) the author and (2) the year of publication, as in:

Leaders are not mere managers (Zaleznik, 1977/2004).

If you are directly quoting the source, then please include the page number when available:

"There is a morality of reason" (Rand, 1957, p. 1014).

If no year of publication is available, use n.d. (for "no date") instead, as in:

Construction regulations are struggling to keep up (Kunji, n.d.).

If no author is credited, use the first few words of the source's title, as in:

He "was a leading scholar and teacher". ("Abraham Zaleznik", 2016).

**List of References:** The last page must include a "References" section. For each reference, you need to cite, as they are relevant/available, (1) the author, (2) the date of publication, (4) the chapter, article, or webpage title, (5) the book, periodical, journal, or website title, (6) the volume and issue of publication, (7) book publishing location and publisher, and (8) the URL with date of retrieval. Some examples:

Zaleznik, A. (2004, January). Managers and Leaders: Are They Different? *Harvard Business Review*, 82(1), 74–81. (Original work published 1977).

Rand, A. (1957). *Atlas Shrugged*. New York, NY: Random House.

Kunji, J. (n.d.). Building a Culture of Safety in Qatar. *Qatar Under Construction*. Retrieved January 10, 2014, from <http://www.qatarunderconstruction.org/category/articles/building-culture-safety-qatar/>.

Abraham Zaleznik. (2016, May 27). Wikipedia. Retrieved January 21, 2017, from [https://en.wikipedia.org/wiki/Abraham\\_Zaleznik](https://en.wikipedia.org/wiki/Abraham_Zaleznik).

The course schedule contains the full reference for each assigned text, which should make this process much easier for you, while providing you with lots of examples for additional outside sources that you may use.

**Other People:** You must also cite ideas coming from classmates, friends, family members, course assistants, the Academic Resource Center (ARC), or anyone else. In-text citations must reference (1) the person whose idea it was, and (2) when you got that idea from them, as in:

A great leader does not ignore her emotion (Al-Thani, 2017).

When listing this references, you need to cite (1) the person's name, (2) when you got the idea from them, and (3) how you got the idea from them, as in:

Al-Thani, M. (2017, January 30). [Class notes].

Gray, D. E. (2017, February 12). [Personal conversation].

In addition, you should thank your classmates, friends, and anyone else who assisted with your assignment in an "Acknowledgments" section at the end of the paper. Be sure to say how they helped you. For instance:

Thanks to Hope Roder from the ARC who helped me with my spelling. Thanks also to Mohammed Al-Thani for lending me his course notes. Finally, thanks to Professor Gray for clarifying this assignment's requirements to me during his office hours.

**IF YOU ARE EVER UNCERTAIN, PLEASE ASK; DO NOT ASSUME.**

# Verbal Class Summary for 17 January, 2017: Grading Rubric

Student:  
Grader:

Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Followed the conventions of standard English, with no errors hindering comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organized to convey ideas clearly in a logical fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Followed the instructions concerning the summary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content</b>				
Displayed preparedness and competency concerning the material being summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized the most important and/or interesting issues from the previous class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized how the previous class discussion answered that day's reading questions:				
Q1: In your own words, what is the central claim (or main thesis) of this article? That is, can you put into one sentence the claim that this paper was written to defend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2: Why does Zaleznik believe that managers and leaders have radically opposed personalities? Why does this seem to suggest to Zaleznik that it is impossible to have a single person act as both?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3: In the sections on "Attitudes Towards Goals" and "Senses of Self", Zaleznik focuses a lot on the differences between how managers and leaders approach change. What are these differences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4: In the sections on "Conceptions of Work" and "Relations With Others", Zaleznik focuses a lot on the differences between how managers and leaders respond to and deal with conflict. What are these differences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consulted the assigned reading to fill in any gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, adroitly summarized the previous class discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Written Class Summary for 17 January, 2017: Grading Rubric

Student:  
Grader:

Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Follows the "General Technical Requirements for Written Assignments" (on page 7 of the syllabus).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Followed the conventions of standard English, with no errors hindering comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organized to convey ideas clearly in a logical fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Followed the instructions concerning the summary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content</b>				
Displayed preparedness and competency concerning the material being summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized the most important and/or interesting issues from the previous class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized how the previous class discussion answered that day's reading questions:				
Q1: In your own words, what is the central claim (or main thesis) of this article? That is, can you put into one sentence the claim that this paper was written to defend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2: Why does Zaleznik believe that managers and leaders have radically opposed personalities? Why does this seem to suggest to Zaleznik that it is impossible to have a single person act as both?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3: In the sections on "Attitudes Towards Goals" and "Senses of Self", Zaleznik focuses a lot on the differences between how managers and leaders approach change. What are these differences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4: In the sections on "Conceptions of Work" and "Relations With Others", Zaleznik focuses a lot on the differences between how managers and leaders respond to and deal with conflict. What are these differences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consulted the assigned reading to fill in any gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, adroitly summarized the previous class discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Analytic Summary: Grading Rubric

Student:  
Grader:

Points Earned:  
Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Follows the "General Technical Requirements for Written Assignments" (on page 7 of the syllabus).	0	-2	-4	-5
Followed the conventions of standard English, with no errors hindering comprehension.	0	-2	-4	-5
Organized to convey ideas clearly in a logical fashion.	0	-2	-4	-5
Followed the instructions concerning this paper's topic.	0	-8	-16	-20
<b>Introduction: Background &amp; Statement of the Central Position</b>				
Begins with a brief introductory paragraph that is no more than four sentences long.	0	-2	-4	-5
Clearly and correctly identifies the central position (or main thesis) of the Argument Under Analysis (AUA).	5	4	2	0
Clearly presents any background information and explains any terminology necessary for someone unfamiliar with the AUA to readily understand its central position. <i>(This criteria also applies to claims made the body of this paper.)</i>	15	12	6	0
<b>Body: Justification of the Central Position</b>				
Clearly and correctly identifies the principle premises, reasons and/or evidence offered in support for the central position by the AUA.	15	12	6	0
Clearly and correctly identifies why these premises, reasons, and/or evidence are thought to be plausible, compelling, and difficult to deny by the AUA.	25	20	10	0
Clearly and correctly identifies the structure of the inferences used to show how those premises, reasons, and/or evidence are supposed to entail the central position of the AUA.	25	20	10	0
Summarizes these elements of the AUA using the student's own words and neither those of the AUA's original author nor those of the professor.	5	4	2	0
Remains neutral concerning the merits and faults of the AUA.	5	4	2	0
Remains focused on the AUA's defense of its central position without being distracted by inessential details.	10	8	4	0
<b>No Conclusion</b>				
The paper ends once it has finished summarizing the AUA. There is no concluding paragraph summarizing the paper or explaining the consequences that result from accepting the AUA's central claim.	0	-2	-4	-5
Overall, demonstrates full comprehension of the AUA while adroitly summarizing its argumentative structure.	5	4	2	0

# Position Paper: Grading Rubric

Student:  
Grader:

Points Earned:  
Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Follows the "General Technical Requirements for Written Assignments" (on page 7 of the syllabus).	0	-2	-4	-5
Followed the conventions of standard English, with no errors hindering comprehension.	0	-2	-4	-5
Organized to convey ideas clearly in a logical fashion.	0	-2	-4	-5
Followed the instructions concerning this paper's topic.	0	-8	-16	-20
<b>Introduction: Background &amp; Statement of the Central Position</b>				
Begins with a brief introductory paragraph that is no more than four sentences long.	0	-2	-4	-5
Clearly presents the central position (or main thesis) that the paper intends to defend in the introductory paragraph.	5	4	2	0
Clearly presents any background information and explains any terminology necessary for someone unfamiliar with the paper's topic to readily understand its central position. ( <i>This criteria also applies to claims made in the body of this paper.</i> )	15	12	6	0
<b>Body: Justification of the Central Position</b>				
Clearly presents the principle premises, reasons and/or evidence in support of this paper's central position.	15	12	6	0
Clearly and persuasively explains why these premises, reasons, and/or evidence are plausible, compelling, and difficult to deny.	25	20	10	0
Clearly and persuasively explains the inferences used to show how these premises, reasons, and/or evidence support the central position.	25	20	10	0
Anticipates and persuasively responds to potential criticisms of its central position and supporting arguments.	20	16	8	0
Provides relevant and concise examples to help clarify and illustrate important points and concepts.	10	8	4	0
Remains focused on defending its central position without being distracted by inessential details.	10	8	4	0
Provides a generally compelling defense of its central position.	15	12	6	0
<b>No Conclusion</b>				
Ends once it has finished defending its position. There is no concluding paragraph summarizing the paper or explaining the consequences that result from accepting this paper's central claim.	0	-2	-4	-5
Overall, demonstrates full comprehension of the paper's topic while adroitly defending its position.	5	4	2	0

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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, and so on will inevitably lead to legitimate conflicts over your time. If you expect that you will miss 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 still carry a penalty: your grade on the assignment may be reduced (since you may 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 promptly and seriously consider all such requests and meet with you, if necessary, to resolve them. Assignments without a written explanation will not be considered. After one week, no challenges will be accepted. Of course, if you are not satisfied with your grade, I encourage you to talk with me to learn how to improve on future assignments.

## Photography & Recording Etiquette

To maintain an open academic environment I ask you to refrain from taking photographs or making audio and/or video recordings during class.

## Mobile Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Unless I tell you otherwise, you must silence mobile phones prior to class and 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.*

## 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. For more information on Carnegie Mellon University's sexual harassment policy, visit

[http://www.cmu.edu/policies/documents/SA\\_SH.htm](http://www.cmu.edu/policies/documents/SA_SH.htm)

## 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 assignments, and seeking help whenever you are struggling. See page 13 for the academic honor code for this course.

In this class, there are two typical violations of academic integrity. The first involves **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 first-person pronouns "I", "me", "my", etc.) and when you are presenting someone else's ideas (by properly citing the source). Keep in mind, this includes both the ideas of your classmates and any assistance you receive from the Academic Resource Center (ARC). Please see page 7 for more information on how to properly cite the claims and ideas of others in your assignments.

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 your expansion of someone else's ideas? All of these tasks are important, 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. To help you facilitate this, every written assignment requires you to include a completed Commitment to Academic Integrity Form. See page 14 for a sample form. The course website also contains templates for these.

The second type of academic integrity violation concerns **using the notes of a classmate during an in-class summary presentation**. Now I absolutely encourage you all to consult with each other (and with me) about the course material, but I expect that you use this as a reference for putting together *your own* notes and improving your own understanding. Simply reading from another's notes during the presentation is usually an embarrassing and futile exercise where you fumble and cannot coherently summarize anything. If you actually understand the material by putting it into your own words, your presentation will be far easier for you and a joy for us to hear.

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 first meet with the student for an explanation. If I remain convinced that there is a violation, I write letters to the Assistant Dean for Student Affairs and the Coordinator of Community Standards 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 that 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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# Academic Honor Code for Ethics of Leadership

## 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 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 presentation, paper, or other assignment included in the course;
- Substitution for, or unauthorized collaboration with, another student or person in the commission of course requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate citations;
- False claims of performance or work that has been submitted by the student.

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

Each student in this class must also 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.
- Include a section containing the academic integrity policy in the course syllabus.
- Assist students in attributing the contribution of others by having them complete a Commitment to Academic Integrity Form for all written assignments.

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

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# Commitment to Academic Integrity Form: Sample

Place an X before each statement that is true and provide all the relevant information:

I collaborated with the following classmates:

I received help from the following people (this includes the professor, classmates, debate partners, course assistants, the Academic Resource Center (A.R.C.), friends, family members, and so on):

I provided help to the following classmates:

I worked alone.

I have cited any and all relevant sources using the APA style, and I have listed these sources in a "References" section at the end of this assignment.

If there are any names mentioned above, I have an "Acknowledgments" section at the end of this assignment thanking them while also being specific about how they helped or otherwise contributed to this assignment. If there are no names mentioned above, I have no "Acknowledgments" section.

I understand that this assignment falls under the course's Academic Honor Code.

Today's Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

# ETHICS OF LEADERSHIP

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## Honor Agreement

I hereby acknowledge that as a student in this class, I have read the Academic Honor Code for Ethics of Leadership, and intend to adhere to both the letter and spirit that it seeks to embody. If I am ever tempted to violate this code, I will seek help from the professor in order to find an alternative course of action. If I have any questions about this code, I will ask.

Today's Date: \_\_\_\_\_

Print Your Name: \_\_\_\_\_

Sign Your Name: \_\_\_\_\_