LDE 202 - Leadership and Ethics

Instructor:
Office:
Office Hours:
Phone:
Email:

Course Description
Introduction to ethical decision-making and ethical leadership. Exploration of contemporary issues in organizations, communities, and society and the analysis of practices that encourage ethical behavior

Learning Outcomes
As a result of actively participating in this course, you will…

- **Think critically about leadership theories and the role of ethics** by analyzing leadership theories, reflecting on *The Alchemist* in relation to self, and engaging in group discussions and activities across differences of opinion and experience.
  - *(UULO: Inquiry and Critical Thinking, Intellectual Breadth and Lifelong Learning)*

- **Gain an understanding of group dynamics and their individual impact on groups** by working with classmates to complete in-class assignments, collaborating in small groups, understanding identity, power, privilege, and oppression, and completing the in-class debate.
  - *(UULO: Communication, Global/Multicultural Knowledge and Awareness)*

- **Understand the implications of unethical decision-making** by reading about immoral leadership, engaging in reflection, creating a personal code of ethics, case studies, and facilitating an ethical dilemma conversation.
  - *(UULO: Communication, Citizenship and Ethics, Inquiry and Critical Thinking, Intellectual Breadth and Lifelong Learning)*

- **Explore the role of conflict management and managing groups in ethical conflicts** through in-class activities, the interview and debate assignment, guest speakers, analysis of case studies, and course reading.
  - *(UULO: Communication, Citizenship and Ethics)*

- **Understand the ethical implications of civic engagement** by reading about community in a leadership context, engaging with the community through service, and learning about community organizational structures
  - *(UULO: Global/Multicultural Knowledge and Awareness, Citizenship and Ethics)*

Instructional Methodology
Because of the interactive nature of this course, a variety of instructional methodologies may be used, including but not limited to: Lecture, group discussion, group activities, guest speakers,

exploration activities, small group work, and in-class assignments. These will include traditional classroom (face-to-face), technology based (e.g., YouTube, WebCampus), and hybrid (combination) interactions.

Missed Class(es)
As a general rule, a student missing a class or assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the first week of class to be assured of this opportunity. Note: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es). Accommodations will only be made in accordance with the official UNLV policies for students away for an official UNLV event with prior notification, or for a documented medical emergency.

Attendance Policy
➔ 3 unexcused absences = drop a letter grade (e.g., A to B)
➔ 4 unexcused absences = drop two letter grades (e.g., A- to C-)
➔ 5 or more unexcused absences = F
➔ 6 or more total absences (i.e., total excused and unexcused) = F
➔ Tardies (late to class or leaving early) = 1/3 absence

If you have a recurring challenge that might be an issue for this attendance policy, please see the instructor right away to discuss options.

Respect Differing Views
Students should be respectful of differing views. At times we will discuss sensitive and challenging issues or current topics. Honest and sincere differences of opinion will be respected, however, personal attacks directed to a specific individual will not.

Class Participation
It is expected that each student will be adequately prepared for class, participate in large group and small group discussions, and provide evidence of having read the assigned materials through class discussions and by turning in weekly chapter questions. For most class sessions, preparation shall consist of completing the assigned readings and chapter questions. Students are expected to be prepared to discuss salient issues, questions, and problems emerging from the readings, the in-class discussions, and guest speakers on selected topics.

To develop and establish a learning community, active participation is vital. Class participation consists of (1) attendance; (2) active and thoughtful participation in class discussions based on a thorough and critical analysis of readings; (3) active and full participation in small group work; (4) preparation of discussion questions and chapter summary; and (5) completion of assignments and activities.

Required Texts

Other readings will be posted.

Assignments, Projects, WebCampus Posts and Class Contributions

Grade Breakdown
- **Participation** (Active and Reading Cards)- 100 points, 10% of total grade
- **Ethical Dilemma-** 150 points, 15% of total grade
- **Written Assignments-** 300 points, 30% of total grade
- **Debate-** 200 points, 20% of total grade
- **Community-Based Learning Project -** 250 points, 25% of total grade

Grading Scale
Grades will be based on total points possible (1000):

950-1000 = A	800-839 = B-	680-699 = D+
900-949 = A-	780-799 = C+	640-679 = D
880-899 = B+	740-779 = C	600-639 = D
840-879 = B	700-739 = C-	below 600 = F

Late Work
Assignments submitted after the due date will be docked 10 points per day.

Description of Assignments:

Participation - 100 points, 10% of total grade
- **Active Participation** 50 points (2 points per class for 25 class periods)
  - Active participation consists of thoughtful contributions to class discussions/activities, based on thorough analysis of assigned readings.
- **Individual Reading Cards** 50 points (5 points each, 10 total)
  - Each week at the beginning of class, you will hand in critical questions (or comment) cards on 3" x 5" note cards with your name on them. On each card you will hand write one critical question or comment that emerged for you in the process of completing each weekly reading assignment. At different points during the class period, the instructor will randomly select questions/comments for the class to discuss. If your question/comment card(s) is selected, you will be asked to kick off the discussion of your question comment by articulating how you came to think of it in relationship to the reading.

Ethical Dilemma - 150 points, 15% of total grade
Students will select a class day to bring an ethical dilemma to class and facilitate a 20 minute discussion.

Written Assignments - 300 points (each worth 100 points), 30% of total grade
- **Interview Paper**
  - Identify someone in your future career field (not living with you) and interview them. Explain who they are, why you chose them, and their experience. Share how they handle ethical dilemmas, manage conflict in the workplace, and enforce any national/international ethical codes. Make connections to concepts from the book and class. 2-3 pages. Use APA format for any reference material/textbooks cited.
- **Field Paper**
  - Explain which career field you wish to pursue after college. Research and share some of the common ethical dilemmas including any Big 8/Identity based dilemmas. Share a detailed action plan of how you plan to remain an ethical leader once you enter your career field. Make connections to concepts from the book and class. 3-5 pages. Use APA format for any reference material/textbooks cited.
- **Code of Ethics Paper**
  - Using class discussions, exercises, and relevant chapter(s) of your texts as a guide, state your core values and create your own personal code of ethics. Based on these values and principles, briefly describe the process you use to make decisions when faced with an ethical dilemma. 2-3 pages. This project does not require research, but if you do use reference material or textbooks be sure to cite and document sources in APA format.

Debate - 200 points, 20% of total grade
Each student will participate in a debate of a current issue collaborating with other students in the class. The class will be given an opportunity to provide input on their topic and will learn how to formulate a debate case. The purpose of the assignment is to practice public speaking and learn how to make a point. Debates cannot be made up or rescheduled.

Community-Based Learning Project - 250 points, 25% of total grade
You will select an organization to volunteer with over the course of the semester that is addressing a social issue that you care about. The community-based learning project will include 10 hours* of volunteer service-learning (approximately 1 hour per week over 10 weeks) with a community organization (an organization outside of UNLV). A context and organization paper and timesheet documenting your hours and activities in the organization will be required of all students in addition to a reflective component (audio, visual, written, artistic) about your experience.
Note: if you are engaged in service-learning for another course or have any concerns, please see the course facilitator.

Course Schedule

August 28 – December 15, 2018

The instructor reserves the right to amend this syllabus. Any changes will be announced and/or distributed in class and WebCampus. It is your responsibility to keep abreast of changes.

UULOs that relate to the week's topics are indicated in each session.

WK	Date	Class Topic(s)	Readings Due	Assignment Due
**Unit 1: Ethics and Self**				
1	Tues	Syllabus Review & Classroom Expectations/Agreements		
	Thurs	Values, Morals, and Ethics	See articles posted: Cronin & Genovese, Ch. 11- "The Darker Side of Leadership"; Kohlberg- "Theory of Moral Reasoning;" Nunn, & Avella, J- "Does moral leadership conflict with organizational innovation?"	
2	Tues	Leadership Theories	See article posted: Johnson, Ch. 7- "Normative Leadership Theories"	
	Thurs	Leadership Theories		
3	Tues	Ethics and Identity	See Diversity Articles posted from Killerman (2013) on "Checking Privilege," "Cycle of Oppression,""PC vs. Inclusive," and "Well Intentioned"	**Site selection verification due**
	Thurs	Ethics and Identity	Bring 3 debate topics	

4	Tues	Leading with Integrity	Komives, et al., Ch. 6- "Leading with Integrity"	**Bring Reflection Card #1**
	Thurs	Ethical Perspectives	See articles posted: Eggleston, "Utilitarianism;" Guthrie, "Immanuel Kant and the Categorical Imperative"	**CBLP Content and Organization One-pager due**
Unit 2: Leaders, Followers, and the Common Good				
5	Tues	Leader- Follower Relationship	See article posted: "Ethical Challenges in the Leader-Follower Relationship"	**Bring Reflection Card #2**
	Thurs	Leader- Follower Relationship	See article posted: "The Symbiotic Nature of the Leader-Follower relationship and Its Impact on Organizational Effectiveness"	**Bring Reflection Card #3**
6	Tues	Ethical Crisis Leadership and Simulation	See article posted: "School Leadership in Times of Crisis"	**Bring Reflection Card #4**
	Thurs	Guest Presenters: Office of Student Conduct	Work on debate with group	
7	Tues	Understanding and Renewing Complex Organizations	Watch Ted Talks posted	**Interview Paper Due**
	Thurs	*Campus Response Role Play*		
8	Tues	**In Class Debate (Group 1)**		
	Thurs	**In Class Debate (Group 2)**		

Unit 3: Challenges of Leadership				
9	Tues	The Moral Challenges of Power	Kellerman, Part 1- "The Bad Side"	**Bring Reflection Card #5**
	Thurs	Immoral Leadership	Kellerman, Part 2- "Leading Badly" Chapters 4-5	**Bring Reflection Card #6**
10	Tues	Immoral Leadership	Kellerman, Part 2- "Leading Badly" Chapters 6-7	**Bring Reflection Card #7**
	Thurs	Immoral Leadership	Kellerman, Part 2- "Leading Badly" Chapters 8-9	**Bring Reflection Card #8**
11	Tues	Immoral Leadership	Kellerman, Part 2 & 3- Chapters 10-12	**Bring Reflection Card #9**
	Thurs	Leadership vs. Management	See Articles Posted	**Field Paper Due**
Unit 4: Ethics and the World				
12	Tues	Civic Engagement Experience	See articles posted: "Transformational Leadership"; "Difference between transactional and transformational leadership"	
	Thurs	Civic Engagement Reflection and Debrief		**Bring Reflection Card #10**
13	Tues	*No Class- Happy Thanksgiving*		
	Thurs	*No Class- Happy Thanksgiving*		

14	Tues	Free Speech	See article posted: "Challenging the Common Guidelines in Social Justice Education"	**Bring Reflection Card #10**
	Thurs	Class Choice!		
15	Tues	**Community Based Project due and In Class Presentations**		
	Thurs	**Presentations** *continued*		
Finals Week - No Class **Code of Ethics Paper due on WebCampus by Tuesday, December 11**				

University Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Code of Student Conduct, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the

instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website, https://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at https://ask.library.unlv.edu/.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=29&navoid=7326.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.