

**LDR 4204: Ethics and Power in Leadership  
Study Abroad, Summer 2010**

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(There will be options for contact abroad including access to Internet and cell phone.)

**St. Petersburg Office hours:** Tuesday 4-6 pm. Otherwise by appointment.

**Course description:** This course addresses the possibility of ethical leadership. Challenges to ethical leadership are explored and responses from leadership and moral theories and from moral psychology are reviewed. Personal moral development is emphasized.

**Course overview:** Many contemporary leadership theories claim ethics as central to the enterprise of good leadership. Power and authority are often cited as central to leadership and are, in some cases, offered as synonyms for leadership.

However, taken together, these constructs pose daunting questions for both theory and practice. Does the exercise of power corrupt a would-be leader? Do the ends justify the means? Is it possible to remain moral when challenged with immorality? Or, must moral leaders eventually become martyrs? Is ethical leadership even possible? If so, how?

This course poses challenges to the possibility of ethical leadership, reviews arguments for ethics in leadership as proposed by both contemporary and ancient leadership theories, examines theories of power and authority, and seeks answers to the apparent dilemmas through systematic moral analysis, practical ethics and moral psychology.

**Learning Objectives and Outcomes:** Students in this course will:

1. Study the ethical claims of several significant leadership theories and be able to apply them to their leadership practices.
2. Analyze the limitations posed by the challenges to the possibility of ethical leadership and be able to propose appropriate responses.
3. Develop capacities for moral action and be able to exhibit increased moral sensitivity, reasoning, motivation, and courage.
4. Clarify personal power schema and be able to increase personal and social power through a broader understanding of power bases.
5. Understand the nature and meaning of “leading without authority” and be able to practice it in appropriate situations.
6. Write *your* primary learning objective and outcome.

**Textbooks:**

Required:

Ciulla, The Ethics of LeadershipHarris, Applying Moral TheoriesMachiavelli, The Prince.

Pro-Copy Custom Notes:

Komives, Lucas and McMahon, Exploring LeadershipHeifetz, Leadership Without Easy AnswersRest and Narvaez (eds.), Moral Development in the ProfessionsTimmons, Conduct and Character/Readings in Moral Theory (2<sup>nd</sup> Edition)

Selected additional recommendations for paper:

Plato, RepublicAristotle, The Nicomachean Ethics and On Statecraft, Books I and IIGreenleaf, The Power of Servant LeadershipRegents of the University of California, A Social Change Model of Leadership Development GuidebookPrus, Beyond the Power Mystique.Hobbes, LeviathanMacIntyre, After VirtueSenge, The Fifth DisciplineWheatley, Leadership and the New ScienceBurns, LeadershipKotter, Leading ChangeMcIntyre, A Short History of EthicsCiulla, Ethics The Heart of LeadershipLoeb, The Soul of the Citizen

Rest, Narvaez, Bebeau, and Thoma.,

Postconventional Moral Thinking: A neo-Kohlbergian Approach

**Grading policy:** All assignments must be turned in on the date they are due, unless, in the case of a bona fide emergency, prior arrangements are made with the professor. Make-up work *may* be accepted with a *possible* reduction in grade as appropriate. Incompletes *may* be awarded when only a small part of the work is incomplete and only when the student is otherwise earning a passing grade.

Grades are based on a 100 point scale and plus/minus may awarded:

A	92-100%
A-	90-91%
B+	88-89%
B	82-87%
B-	80-81%
C+	78-79%

C	72-77%
C-	70-71%
D+	68-69%
D	62-67%
D-	60-61%
F	Below 60%

**Academic honesty:** As ethics is central to the theory and practice of leadership, academic honesty is assumed of and expected from all students in the Leadership Studies Program. It is also true that the University of South Florida awards degrees that are earned on the basis of personal effort and responsibility. Consequently, any form of cheating or plagiarism constitutes unacceptable deceit and dishonesty. Respect for the learning of others is also an essential academic value. Accordingly, disruption of the classroom or teaching environment is also unacceptable. These offenses will not be tolerated and will be punishable according to the offense, in accordance with this rule.

**Attendance policy:** Attendance is required for all classes. Exceptions are made for religious holidays when advance written notice of the date(s) is given.

**ADA Policy:** Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

**Cell phones:** Please turn off all cell phones at the beginning of class. Set phones to vibrate in the case of an emergency.

**Course requirements:**

1. **Class Participation (20%):** Class participation is vital to learning in this course! Students will be challenged through interactive, experiential learning that requires consistent attendance and active participation. The following actions are essential for maximum learning: attending all classes, being on time, completing reading assignments before class (see below), participating in discussions, and participating in class activities and group assignments. Each class missed results in losing 5%. Thus, missing four classes results in losing all 20%. Missing more than four classes may result in a failing grade.
2. **Reading Reviews (20%):** Using the format distributed in class, students will write reviews of the reading assignments for each class. Reading assignments are indicated in the Topical Outline. Reading reviews are essential as assigned readings are used as a base for classroom work. In other words, material from the readings will not necessarily be repeated in class. Instead, additional

material will be presented that is best understood after having done the assigned readings.

3. Profiles in Moral Courage (15%): Each student will select an exemplary moral leader for study and presentation to the class. The study should be accomplished through biography but the presentation to class must be augmented through the use of other media in addition to the “story.” For example, the student may tell the “story” of a leader but should use video, audio, or other sources from literature such as poetry to demonstrate why the leader was (is) exemplary.
4. Scholarly Paper (30%): Each student will write a term paper that discusses the possibility of ethical leadership, pro and con, and draws firm, well-supported conclusions. Papers **must** include appropriate references (No Wikipedia). Papers should be at least five pages in length (excluding cover and reference list). They should be double-spaced, and all margins should measure at least one inch. All papers should be typed, should be free of typographical errors and be representative of the high quality thinking and writing expected of college students. Selected type face should be standard and easy-to-read such as Times New Roman or Arial. The point size for all text must be 12. At least **ten different references** should be cited for each paper and should be presented in a format consistent with MLA or APA.
5. Final Reflection Paper (15%): Each student will write essay responses that demonstrate that he or she has met the course learning objectives and outcomes. This will include a self-evaluation of performance.

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August 19, 2009