

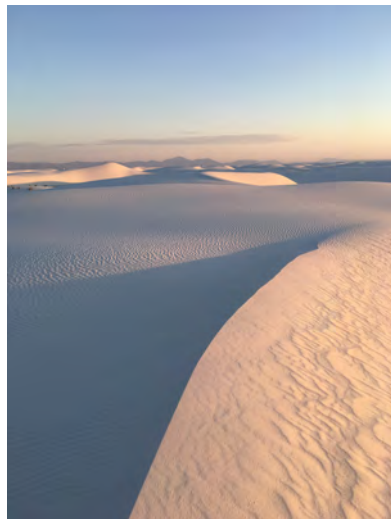
LIBERAL STUDIES 489

LEADERSHIP, ETHICS AND CONTEMPORARY ISSUES

Instructor: Levi Tenen

Office: AB 4510

Office Hours: By appointment—held virtually or outdoors



About the course

This is a capstone course that builds on Kettering University students' work experience, general education, and major degree work. It is built on the conviction that leadership cannot be good and effective without also being ethical. Thus, it examines the interrelated subjects of leadership, ethics and selected contemporary issues through intensive readings, discussions, and writing projects.

Course objectives:

- (1) To explore various issues of leadership and ethical theory, particularly with an eye to how they manifest in contemporary issues.
- (2) To gain greater ability in thinking critically about what it is to be a good leader and how one can come to develop traits constitutive of good leadership.
- (3) To hone one's analytic reasoning skills and, in particular, the ability to critically engage with a variety of ideas, whether they be your own views, the views expressed in texts, or those endorsed by your peers.

Grade breakdown:

Class participation/active engagement: 20%

This is a seminar. Seminars require the active involvement and participation of all members. Here is the rubric I use for participation:

C	shows up but hardly talks
B	shows up and talks a fair bit
A	shows up and contributes substantially to the discussion
A+	shows up and shapes the discussion in significant ways. This sort of person offers views and tries to support them with arguments on a nearly daily basis.

Note: It is easier to participate in person. So, for those attending virtually, make sure to participate enough.

Special requirements for Covid: virtual attendees **must** be able to use their mic and speak in class. Whenever presenting, and ideally whenever speaking, virtual attendees **must** use their video.

Short Paper: 10%

1400-1750 words, 4-5 pages. I will provide instructions for this paper one week before the due date.

Final paper draft: 10%

I will grade this on most of the same metrics as I will the final paper (see below for more). It is due two weeks prior to your presentation date, so you will have a different due date for this than some of your peers.

Final paper: 25%

This will be a "long" formal paper of academic writing (of at least 4,000 words – or 12 pages). I will provide instructions midway through the semester, but to give you a sense now, I will have you write an argumentative paper in which you articulate and defend a thesis of

your choosing. Among the things you will be graded on are: how clear and detailed your thesis is, how well you support that thesis, how well you explore conceptual or practical issues relating to your thesis, how creative and ambitious your paper is, and how well written it is. These criteria are also the things I will judge your draft on, but note two things. First, I will grade the final paper “harder” than I will the draft and, second, in addition to the above criteria, I will grade you partly on how much your paper has improved. So, even if you receive, say, an A- on the draft, you could very well receive well below that grade on the final version.

Your final paper will be due one week after your presentation day (with the exception of those presenting on Dec. 14—theirs will be due on Dec. 19).

Presentation of final paper: 8%

This is meant to simulate a “workshop” in which people present work in progress and receive feedback from others. You will present an overview of your paper (10 minutes), receive spoken comments from a peer of yours (5 minutes), and then the class will have an open discussion of your paper (15 minutes).

One week prior to the presentation, you will send your peer-commenter a revised version of your paper so that they can prepare their comments.

Comments on a peer’s paper: 2%

You will each provide comments on a peer’s paper. After receiving the peer’s paper one week in advance of their presentation, you will read it and then prepare to: (1) provide a brief overview of their main claims and arguments, (2) identify what you think is the most interesting part of their paper, (3) identify what you think is the most controversial part of their paper, (4) present at least one critical question or objection. You need not turn in anything written for this.

Leading a mini-unit in class: 5%

This part of our class is meant to be (especially) fun. Your job is to work with two other members of class to explore answers to a particular question I provide you. The aim is to have you explore ideas regarding leadership, and do so in a focused, thoughtful, and original way. More details will be provided.

Final exam: 20%

I will distribute the questions in advance and you will have a few days to answer them. You will submit your exams online.

Portfolios: Students are required to maintain a portfolio to be submitted when they turn in their final research paper which will include: all elements of the final paper, the draft with my comments on it, as well as all written work for the semester.

Note: As this is a seminar, students may not pass the course unless they have turned in a complete final paper which meets the basic requirements.

Grading System:

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
0-63	F

Reading Schedule

Week 1: Guiding questions about leadership

Oct 5	In class: watch https://www.youtube.com/watch?v=ocSw1m30UBI Handout instructions for final paper. Sign up for presentation dates
Oct 8	Adam Smith excerpts from <i>The Wealth of Nations</i> .

Group 1

Week 2: Aristotle on the Virtues

Oct 12	Aristotle <i>NE Book I, 1, 2, 4 and 7</i>
Oct 15	Aristotle <i>NE Book I 13, Book II, 4-9</i>

Group 2

Week 3: Courage and Integrity

Oct 19	Jonathan Lear Chapter 3 of <i>Radical Hope</i> In class case study: Geoengineering [Hand out instructions for short paper]
Oct 22	Crispin Sartwell "Barry Goldwater"

Group 3

Week 4: Honesty

Oct 26	Korsgaard's "What's Wrong with Lying?" Short paper due
Oct 29	Elizabeth Halliday "Knowledge is Power" Case Study: Climate Science reporting

Group 4

Week 5: Loyalty

Nov 2	Marcia Baron's "The Moral Status of Loyalty" Group 5
Nov 5	Thomas Hill Jr "Symbolic Protest and Calculated Silence"

Week 6: Followers and Leaders: a straightforward relation, or not?

Nov 9	Ludwig and Longenecker's "The Bathsheba Syndrome: The Ethical Failure of Successful Leaders"
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Group 6

Paper draft due for first presenters

Nov 12 Greenleaf "The Servant as Leader"

Week 7: Mentors and Exemplars

Nov 16 Sheryl Sandberg's "Are you my mentor?" From *Lean In*.

Group 7

Nov 19 Julia Annas' "Virtue, Character, Disposition"

Week 8: Presentations

Nov 23 Student Presentations.

Nov 26 No class [We have a choice about the mode in which we meet after Thanksgiving]

Week 9: Presentations

Nov. 30 Student Presentations.

Dec 3 Student Presentations.

Week 10: Presentations

Dec 7 Student Presentations.

Dec 10 Student Presentations.

Week 11: Presentations

Dec 14 Student Presentations.

Dec 19 Final Exam due.

Final Paper Instructions

Due Dates:

Full draft to me: two weeks before your presentation date

Full draft to peer commenter: one week before your presentation date

Final Paper due to me: one week after your presentation date (exception: Dec. 14th
presenters will submit their paper by Dec. 19th)

From the Syllabus...

Final paper: 25%

This will be a “long” formal paper of academic writing (of at least 4,000 words – or 12 pages). I will provide instructions midway through the semester, but to give you a sense now, I will have you write an argumentative paper in which you articulate and defend a thesis of your choosing. Among the things you will be graded on are: how clear and detailed your thesis is, how well you support that thesis, how well you explore conceptual or practical issues relating to your thesis, how creative and ambitious your paper is, and how well written it is. These criteria are also the things I will judge your draft on, but note two things. First, I will grade the final paper “harder” than I will the draft and, second, in addition to the above criteria, I will grade you partly on how much your paper has improved. So, even if you receive, say, an A- on the draft, you could very well receive well below that grade on the final version.

Now for more information...

At the end of the day, I am letting you write on what you want, provided your paper does the following things:

1. Critically engage with course content
2. Articulate and defend an interesting, unobvious, and/or controversial thesis
3. Support your thesis with good argumentation
4. Explore conceptual or practical issues relating to your thesis
5. Bring in outside resources when appropriate
6. Consider and respond to objections to your view
7. Write the paper as if you were writing for your peers

Here are some possible prompts you could write on (again, you can also come up with your own):

Prompt 1: In the first part of this course, we explored the idea that courage, integrity, honesty, and modesty are necessary for good leadership. In your final paper, you could explore whether there are other necessary components of good leadership. In particular, if you believe that there *are* other necessary ingredients, your job would be to focus on one of those and explore the following:

- (1) Why is the feature you identify necessary or important for good leadership?
- (2) What precisely *is* the feature you identify (this is analogous to the question, “What is it to be courageous?”)
- (3) Is the feature you identify always good, and to any degree that it is manifest?

Prompt 2: Similar to the first prompt, you could argue that one of the features we discussed is *not* crucial for good leadership. Again, you'd do some version of (1) – (3) from Prompt 1.

Prompt 3: You could pick a public figure and argue that they are/are not good leaders. To do so, you could analyze their character traits in a similar way that Sartwell does for Goldwater. NOTE: for this sort of paper to be successful, there would have to be something surprising or interesting about your discussion. E.g. you could argue that someone that lots of people think is a good leader isn't actually a leader at all, or you could argue that someone people think is not a leader really IS a good leader, or you could argue that someone who is a good leader highlights interesting things about leadership (this is part of what Sartwell does). What you can't do is describe the person in lots of detail and fill your paper with truisms about leadership.

Prompt 4: You could focus on what it is to be a follower, perhaps doing similar things as outlined in the first or second prompt, or perhaps by exploring peculiar features of good followers in a certain situation, such as your co-op or today's world. E.g. If you think the nature of being a good follower has changed drastically in the digital age, you could explore that. Or if you think your co-op experience has taught you something interesting about the follower/leader relationship, you could focus on that.

Prompt 5: You could pick someone who has talked about leadership and engage critically with what they say. E.g. Colin Powell

Prompt 6: If you are attracted to a non-Aristotelian ethical framework, you could try to articulate what a good leader is on *your* preferred ethical framework (note: this would require significant outside research in ethical theory).

Prompt 7: You could write an argumentative paper in support of one of the presidential candidates, drawing on course content to support your view about whether they are good leaders, act morally, have integrity etc.

Prompt 8: You could apply course content to a situation we have not explored. I've done this in passing a few times with respect to parenting: are parents leaders for their kids? Are there differences between this instance of leadership from corporate examples?

Again, I cannot say it enough: you need to have a clear **and interesting** thesis, which means it must be surprising, controversial, or involve important conceptual puzzles that most people will not have thought about. Then you must provide a strong argument for your view.

Short Paper Instructions

Short Paper: 10%

1400-1750 words, 4-5 pages, double spaced with normal font and margins.

Due October 26 by 1:20pm on BB

Recall my goals for the course:

- (1) To explore various issues of leadership and ethical theory, particularly with an eye to how they manifest in contemporary issues.
- (2) To gain greater ability in thinking critically about what it is to be a good leader and how one can come to develop traits constitutive of good leadership.
- (3) To hone one's analytic reasoning skills and, in particular, the ability to critically engage with a variety of ideas, whether they be your own views, the views expressed in texts, or those endorsed by your peers.

So, with that, here are your instructions for the short paper: I would like you to write a paper exploring the concept of integrity. I am leaving much open about what, exactly, you discuss, though some things must be present.

Everyone must:

- (1) Explain what you think Sartwell means by "integrity." (This will be the interpretive component of the paper—you will need to look closely at his text to get ideas about how he might define integrity and provide evidence for your summary of his view.)
- (2) Provide and defend your own answer to the question "What is integrity?"
- (3) In doing (1) and (2), I want you to *critically engage* with Sartwell's account of integrity. Do not simply accept his view unreflectively. Instead, think carefully about whether you think he is right in how he describes integrity. It is okay to agree with him, but if you do, try to add *new* support to his view, or try to *clarify* it, or try to respond to objections some might have. And if you disagree with him, provide some reason to think your answer is correct. For instance, show how your account fits better with peoples' judgment about a particular case.

Then, you must explore *one* of the following (or some other question that you think interesting):

- a. Is integrity always good?
- b. Is integrity a virtue?
- c. Is integrity necessary for good leadership?
- d. How do honesty and integrity relate to each other?
- e. How do integrity and courage relate to each other?
- f. Is it realistically possible to be a corporate or political leader with high integrity?
- g. What does integrity look like in today's corporate world? (You could refine by looking at a specific sort of corporation.)
- h. What's so bad about *lacking* integrity?

In answering one of these questions, you will need to consider an objection one might have to what you say (think about what other authors from class might say). Imagine, in

other words, having a conversation about your chosen question with someone who disagrees with you. What do they say? And how do you respond to their objection?

A word of warning: As a teacher, I seek to make the in-class experience relatively fun and laidback (I believe that is what best promotes student engagement). The writing aspects of class are different. It is here that I work in a very focused and critical way on your reasoning skills. I expect polished writing that is careful, nuanced, and interesting. I need to see that you are a good thinker, and that is what I will be grading.

In more detail, I will grade you on:

1. How detailed and well-supported your definition of integrity is
2. How well you critically engage with Sartwell (including how well you capture his view and how well you engage with it)
3. How interesting, thoughtful, and original your exploration of your chosen question is
4. How plausible and interesting the objection you consider is
5. How well you respond to that objection

To do these things, you will need *a thesis*. The thesis should come in the first paragraph of the paper. It should be a claim that is interesting and that one might reasonably disagree with (it can be a few sentences long).

e.g. In contrast to Sartwell's view, I will argue that someone has integrity when they...
Given this, I then argue that honesty is different from integrity but nonetheless related to it in a specific way: in short, ...

e.g. Sartwell holds that integrity involves... While I agree with him on this, I think more needs to be said about the relation between integrity and truth. On the view I develop, integrity is... What follows from this is that...

A few other things:

1. No outside research is required
2. Do not include examples or details unless they help clarify or support your argument. Make clear *how* they help clarify your argument or view.
3. Practice good citation methods (I don't care about whether you use MLA, Chicago etc—just use one consistently).
4. A longer paper is not automatically better.
5. Use first person pronouns. E.g. "I will argue" not "It will be argued that..."
6. The "introduction" should be short. In it, you will want to explain the basic topic of the paper (e.g. the questions you will explore), state your thesis, and give a brief roadmap of what is to follow. E.g. "What is integrity? Is it necessary for good leadership? I will argue that.... To do so, I first consider Crispin Sartwell's notion of integrity and offer a modification to his view. Then, I continue by looking at whether integrity, so understood, is necessary for leadership. I suggest it isn't, but consider an objection to the contrary..." Then, throughout the paper, use signposts to orient your reader.
7. Your audience/reader is someone like your roommate: they are smart but not in our class. So, among other things, this means that you will need to explain Sartwell's ideas because they will not have read his paper.

There were: 19 possible respondents.

	Question Text	N	100-90%	89-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-20%	19-10%	9-1%
1	Course organized to help learning	14	-----	-----	-----	4.5	-----	-----				
2	Course developed abilities/skills for subject	14	-----	-----	-----	4.5	-----	-----				
3	Course developed ability to think critically	14	4.8	-----								
4	Material organized around learning outcomes	14	-----	-----	4.6	-----						
5	Course improved problem-solving skills	14	-----	-----	-----	-----	-----	4.1	-----	-----		
7	Satisfaction with effort in course	14	-----	-----	-----	-----	4.4	-----	-----	-----		
14	Instructor presented organized content	13	-----	-----	-----	-----	4.5	-----	-----			
15	Instructor increased understanding of material	13	-----	-----	4.7	-----	-----	-----				
16	Instructor helpful to student individually	13	-----	-----	4.6	-----	-----					
17	Instructor provided meaningful feedback	13	-----	-----	4.6	-----	-----					
18	Instructor provided timely feedback	13	-----	-----	-----	-----	4.4	-----	-----	-----		
19	Instructor encouraged participation	13	-----	-----	4.8	-----						
20	Instructor conduct professional	13	-----	-----	4.8	-----	-----	-----				
21	Overall effectiveness of instructor's teaching technique	13	-----	-----	4.7	-----	-----					
22	Overall demonstration of the significance of subject matter	13	-----	-----	4.7	-----	-----	-----				
23	Instructor created an environment conducive to learning	13	-----	4.8	-----	-----	-----					

	Question Text	N	Avg	SD	Instructor SU20	LS Avg	Div Avg	Str Agree	Agree	Neutral	Disagree	Str Disagree
1	Course organized to help learning	14	4.5	0.9	4.5	4.0	4.1	64%	29%	0%	7%	0%
2	Course developed abilities/skills for subject	14	4.5	0.7	4.6	4.0	4.2	57%	36%	7%	0%	0%
3	Course developed ability to think critically	14	4.8	0.4	4.8	4.2	4.2	79%	21%	0%	0%	0%
4	Material organized around learning outcomes	14	4.6	0.5	4.6	4.0	4.2	57%	43%	0%	0%	0%
5	Course improved problem-solving skills	14	4.1	1.2	4.3	3.7	4.1	50%	21%	21%	0%	7%
								Satisfied	SW Satisfied	Neutral	SW Unsatisfied	Unsatisfied
7	Satisfaction with effort in course	14	4.4	0.8	4.4	4.2	4.3	50%	43%	0%	7%	0%
								Str Agree	Agree	Neutral	Disagree	Str Disagree
14	Instructor presented organized content (Tenen)	13	4.5	1.1	4.6	4.2	4.2	69%	23%	0%	0%	8%
15	Instructor increased understanding of material (Tenen)	13	4.7	0.9	4.7	4.2	4.2	85%	8%	0%	8%	0%
16	Instructor helpful to student individually (Tenen)	13	4.6	0.7	4.7	4.1	4.2	69%	23%	8%	0%	0%
17	Instructor provided meaningful feedback (Tenen)	13	4.6	0.9	4.8	4.1	4.1	77%	15%	0%	8%	0%
18	Instructor provided timely feedback (Tenen)	13	4.4	1.1	4.6	4.1	4.2	62%	31%	0%	0%	8%
19	Instructor encouraged participation (Tenen)	13	4.8	0.4	4.9	4.6	4.3	85%	15%	0%	0%	0%
20	Instructor conduct professional (Tenen)	13	4.8	0.4	4.8	4.4	4.4	77%	23%	0%	0%	0%
								Effective	SW Effective	Neutral	SW Ineffective	Ineffective
21	Overall effectiveness of instructor's teaching technique (Tenen)	13	4.7	0.9	4.8	4.1	4.1	85%	8%	0%	8%	0%
22	Overall demonstration of the significance of subject matter (Tenen)	13	4.7	0.9	4.7	4.3	4.3	85%	8%	0%	8%	0%
								H Successful	Successful	Neutral	Unsuccessful	H Unsuccessful

23	Instructor created an environment conducive to learning (Tenen)	13	4.8	0.6	4.8	4.2	4.2	85%	8%	8%	0%	0%
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Instructor	Text Responses
	Question: Comments:
	The class structure was very engaging in conversation, guided and structured, but still allowed the students to debate, bringing up various points and arguments. Other courses I've attended put most of the work on the students, who aren't knowledgeable on the subject yet, to formulate the class structure and guided questions based on the reading. This caused a severe lack of depth and conversations went dry often. This alternative approach that Levi used allowed for the content of the material to be addressed at depth.
	N/a
	Question: On average, how many hours per week have you spent on this course or section, including attending classes, doing readings, reviewing notes, writing papers, and any other course-related work?
	5-6 hours
	It ranged from 8-12 hours depending on the assignments due
	7
	8
	6 hours
	4-8 hours
	6
	9 or 10. Too many.
	6
	3
	2-3 Hours
	reading + class + ridiculously long final paper = 12 hours
	13
	Question: Please identify what you consider to be the strengths of the course (or section).
	the lack of graded homework makes the class much less stressful, especially when I have other classes on top
	This course allowed for critical thinking and a greater understanding of various views other people can have, as well as principles to live by. I can better define ethics, good leadership, and virtues after taking this class, as well as incorporate these views into my life when making decisions.
	I liked how we were able to primarily focus on ethics.
	The teacher
	I thought it was very engaging how this wasn't a typical lecture and Professor Tenen basically lead the class to flush out ideas rather than just lecturing.

	Discussion based lectures with some formal notes is best way in my opinion. Also a lot of meaningful discussions were had and the content was interesting
	Levi is an ok lecturer, I guess.
	The readings helped relate the course content to real life.
	Different types of writing, different viewpoints
	the discussions work well
	it opened my eyes to the various ways and approaches people can approach an idea.
	Question: Please identify area(s) where you think the course (or section) could be improved.
	N/A
	The professor was very understanding of the students and was flexible with assignments to allow the best quality of work to be submitted. There is nothing better to ask for. If anything, maybe posting the notes about topics discussed in class on blackboard?
	N/a
	some readings were not as impactful. In particular the Greenleaf servant reading should be switched based on my own opinion and some other students during the lectures.
	If we could remove the essays thatd be great.
	Feels like there is a lack of directed. Philosophers are not concise and it shows. Discussions sometimes turned interesting, but rarely because he directed us to the interesting point, quite the opposite actually. The argument that he somehow was tricking us to get to the point would be laughable as he didnt get many of the points we made and misunderstood many of us frequently because he didnt understand our jargon or didnt care to listen closely (I think it was the latter).
	I cant think of any
	Small assignments that could be completed prior to the class. This will ensure that the professor can monitor class participation, while more directly influencing classroom discussion.
	the 12 page paper is ridiculous. a paper is fine but there is no reason to require that it must be 12 pages
	Some of the readings were very long
	Question: Feedback for other students: What advice would you give to another student who is considering taking this course (or section)?
	Do the readings the day of if you can, its easier to recall the details for the class discussion
	Make sure to do the readings and engage with the class. I wish more people had participated so that I could experience their views on the topics.
	N/a
	try to participate as much as possible because it helps you learn not just for the course, but growth for you as a person.
	Take it with someone else than Tenin.
	Pay attention
	only take it with easy classes. it will take up almost all of your time
	Make sure you do the readings
	Question: Comments about whether or not to recommend this course

	its a required class. whats the point in recommending it?!
	The class is much more than just learning it to pass the class. It makes you think about a lot of issues in the real world and you as a person. I dont see a reason why I cannot recommend it.
	Only recommend if Levi Tennen is the professor. I was worried that the class would be all about leadership but Levi focused more on ethics which is much more interesting to me.
	N/a
	I believed this course to be fun, not confusing, and the overall attitude of the class to be positive. It was very engaging and thought provoking.
Question: Comments:	
Tenen	This professor did a swell job at helping understand the nuances of each topic and how they work together. Overall, he had a great attitude that resonated through the class and made me want to learn more.
Tenen	Professor Tenen was able to motivate the entire class to partake in discussions and allowed us to really explore both the assigned topics and those that we wanted to explore further. I think he did an amazing job at encouraging our discussions and teaching us in the assigned topics.
Tenen	Although Levi is new, he was already always improving the class throughout the term. The virtual/in-person aspect definitely did mess up the potential of what the class couldve been. But I think Levi is on to something with the way the lectures go. It is hard to give major feedback in this sense. Just keep doing some formal notes, focusing the lecture on some key topics with a related reading to supplement, and encouraging discussion. This is how the class should be taught and is already being done. Perhaps a little more incentive to participate. I rate the value of this class highly and I would like everyone to get the most out of it. Even if it does seem forced for them to participate.
Tenen	Levi, this school is a serious place with mostly serious students. We are profoundly intelligent in our fields. Please dont treat us as if you hold the answer in a field so abstract that you argue the same questions for centuries. You need to bring philosophy to an engineers perspective. You certainly didnt understand that this semester, I hope you figure it out.
Tenen	Levi is a great prof, i learned a lot and enjoyed learning it
Tenen	Great professor, I would recommend him to anyone.
Tenen	He made the class fun and engaging