BLHV-231-01: Ethical Leadership | CRN: 36935

Dates: TUES 08:00-10:30 PM from August 28 – December 17, 2019

Location: GDT C124. This course takes place on-site at the Georgetown University School of Continuing Studies' building located at 640 Massachusetts Ave NW, Washington, DC 20001. Additionally, Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. To learn more about Canvas, please go through the Canvas Guide for Students.

Faculty: Dr. Christian M. Golden

Contact Information: cmg53@georgetown.edu

Virtual Office Hours: Wednesday 12:00-2:00 PM via Skype and by appointment. Skype ID: christianmgolden

COURSE DESCRIPTION

This course offers a selective introduction to the study of philosophy through the critical examination of ethical issues arising within situations calling for responsible leadership. We will apply theoretical principles to selected case studies from professional life, carrying out careful analysis of problems concerning right and wrong surrounding finance, accounting, and investment, marketing and advertising, corporate governance, international human rights, data science, global business, distributive and social justice, environmental policy, and national and global democratic citizenship.

COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Build foundational knowledge in a variety of core business areas, including accounting, finance, and marketing;

2. Develop technical skills in areas such as statistics in order to interpret and analyze data in professional settings;
3. Apply strategic principles to develop creative solutions to complex problems;
4. Understand how to identify new business opportunities, analyze data, pitch, and develop new products;
5. Apply ethical considerations to a variety of business cases and issues and develop the skills to become ethical leaders in a variety of professional environments.
6. Explain the important issues around data governance-knowledge.
7. Demonstrate awareness of personal privacy issues related to the collection and usage of data-knowledge.
8. Demonstrate awareness of personal privacy issues related to the collection and usage of data-knowledge.

REQUIRED READINGS

The following are the required reading material for this course:

Martin, Clancy, Wayne Vaught and Robert C. Solomon (eds.)
Honest Work: A Business Ethics Reader (Fourth Edition)
New York: Oxford University Press, 2018
ISBN-13: 978-0190497682

All other assigned readings will be posted as .PDF files on the course Canvas site under "Files" or found online at URLs provided in the semester schedule below.

Please note that all readings not listed below as PDFs or as being online are in our required main text listed above.

COURSE REQUIREMENTS

Technical Requirements

As part of your learning experience, you can expect to:
1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents.
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we will use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others' presentations with audio, video, and/or text comments. [Instructions for VoiceThread are available here.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Instructions for TurnItIn are available here](#).
- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Instructions for Zoom are available here](#).

Computer Requirements

Computer requirements to complete the course are listed by [Canvas in the Instructure Guides](#).

COURSE EXPECTATIONS

Student Expectation

This course consists of 17 weeks. You are expected to do the readings, attend the weekly lectures, and to engage with the course material in depth. Your responsibilities include completing the assignments, and turning in your final project report. Participation is essential to your success in this class. In order to get full credit for participation, you will have to attend and participate in all discussions.

This is a writing-intensive course. There will be an emphasis upon wide-ranging discussion and ongoing student participation both individually and in group work situations.

This course's graded content includes two short and two medium-length written assignments as well as class participation, which consists of group presentations and individual contributions to in-class and online discussions of assigned material.

Time Expectations

Students should plan on spending approximately 2-5 hours per week outside of class to complete the work for each week.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. We assume you have read the honor code material located at http://scs.georgetown.edu/academic-affairs/honor-code, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking. Academic dishonesty in any form is a serious offense, and students found in violation are subject to

academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out Plagiarism.org.

COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due dates. Follow-ups and class participation are contingent on the timely submission of your initial responses.

About Canvas

We will be using Canvas extensively to facilitate our engagement with the material and each other this semester. Please note that all writing assignments for this course are to be submitted electronically via Canvas under "Assignments," where you will also find the prompt and a statement of the requirements for each assignment (I'll go over these in class when each assignment is distributed).

Here are a few things to keep in mind as you prepare to submit any paper for this class:

- In keeping with my anonymous grading policy (see below), be sure not to include your name anywhere on the document you submit. The submitted work is only to include your student ID# *both within the document (in the header) and in the name of the file you upload to Canvas.*

- Do not upload your assignment in "pages" format. These are unreadable within Canvas and on my computer. Acceptable formats are .doc and PDF.

- Remember to submit your work under the right assignment category (click on the bold-faced name of the assignment within "Assignments") on Canvas.

- I will always endeavor to return your graded work with comments no later than two weeks after it is submitted. You will access the grade and my written comments within Grades on Canvas. **It is your responsibility to monitor your graded work and comments**

throughout the semester. Be sure to keep an eye out for the return of your work with a grade and comments (where comments are expected; see above).

- In general, more info about how to use Canvas is readily available via Canvas's Help resources, accessible within the Canvas portal. They include extensive video tutorials about how to use Canvas's basic functions. Their help phone line is also very useful. Be sure to exhaust these options as most questions about how to use Canvas in the basic ways required in our course can be quickly and easily addressed by consulting their online Help resources.

- As you complete written work for the course, please have a look at the handout entitled "Essay Writing Tips" available on Canvas under "Documents" > "Handouts." The handout addresses some common questions and concerns about my expectations regarding written work. However, always feel free to reach out with any questions via email, in/after class or in office hours and I'm happy to discuss at greater length.

Late Submission Policy:

As stated in the Student Handbook, you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will gladly consider granting extensions for assignments as long as the request is made at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. However, no late submissions or extensions are available for the last week of class or for any missed lectures. Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

Please note: Generally speaking, if you think you will not be able to complete any of the course requirements by the relevant deadline, let me know as soon as the difficulty becomes apparent, i.e. ASAP. This is to prevent last-minute requests for extensions or leniency.

You are responsible for keeping track of due dates, submitting work on time, pro-actively notifying me ASAP in the event of conflicts, and taking the initiative in scheduling make-up work where appropriate (i.e. consistent with course policy). If you miss a deadline, or do not reach out within seven days to make arrangements to schedule make-up work, you are responsible for the consequences to your final grade.

I am committed to helping you succeed. These policies are designed to help me do so in a way that allows room for no special treatment or unfair advantage favoring one student over others.

Discussions and Assignments

>	Weekly Reflections (15)	25%

>	Midterm Paper	20%
>	Final Paper	30%
>	Participation (including group presentations)	25%

Weekly Reflections

Starting on Week 3, you will be responsible for submitting a short (250-500-word) reflection piece by class time each week on the topic of the previous week's readings and discussion. There will be a total of 15 required reflection pieces, totaling 25% of your final grade.

Midterm Paper

You will submit a medium-length (1,500-word) paper by class time Tuesday, October 29th. Detailed requirements TBA.

Final Paper

You will submit a long (2,500-word) final paper for the course. Due date and further requirements TBA. Guidelines and other materials will be available on Canvas. You are also encouraged to schedule to meet with me to discuss the essay. A brief (250-word max) topic proposal will be due in advance of the paper due date. I will hold extra office hours for this purpose and/or we can make alternate arrangements to meet and chat.

Participation

This 25% portion of your final grade is a reflection of your presence in class. "Presence" means active engagement with others during class discussion, including doing your share of the work assigned to your team during group presentations and in-class discussion, as well as active listening and asking thoughtful questions when other individuals and teams are presenting.

Please note that you cannot be present in these ways without attending class. If you expect to miss any class meetings, please let me know as soon as you're aware of the conflict (I will certainly not penalize you for illness and family emergencies; other conflicts must be discussed in advance).

On group work: For each chapter, we will spend one class analyzing a case study utilizing the main ideas from the readings. One team will present an analysis of the case study and the remaining teams will ask questions and offer commentary. These roles will rotate randomly until each team has presented at least once.

I will score your team based on the quality of its performance throughout the entire session that day (including questions asked of presenting teams) and use this score to determine your participation grade for the class that day. You will have access to my detailed written evaluations and other feedback via a Google Doc to which only you and the rest of your team

will have access.

Citation Style

This course uses APA style for all writing and research assignments. Resources for this citation style are available through

Georgetown Library Citation Guide

APA Style Guidebook

GRADING

Grading in this course will be determine by the following grading scale:

- A: 93% to 100%
- A-:   90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-:   80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-:   70% to 72%
- D+: 67% to 69%
- D: 63% to 66%
- F: 62% and below

Grading expectations: The "benchmark" grade in this class is a B. If you complete your assignments in a competent manner, with no major errors, and no particular excellences, you will receive a B. In other words, B is the standard grade for satisfactory completion of all course requirements. When grading, I don't start with 100 and deduct points based on things gone wrong; I start with a 0 and add points based on things done right. Accordingly, a grade of B does not mean that you have done anything "wrong." B+ and higher grades are reserved for work that surpasses the base level of performance expected. I reserve grades in the A range for exceptional work.

Appealing a grade: You are welcome to appeal any grade that you do not believe accurately represents the work you have done. However, all appeals for reevaluation must be made in writing, no more than two weeks after the return of your graded work, and must provide a compelling argument for raising the grade. Note that the agreement to reevaluate a grade can result in one of three distinct outcomes: (1) raising the grade; (2) lowering the grade; (3) making no change to the grade.

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and

facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- Academic Resource Center
- 202-687-8354 | arc@georgetown.edu
- Counseling and Psychiatric Services
- 202-687-6985
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
- (202) 687-4798

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the Library's Homepage by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

Research Guide

The Bachelor of Liberal Arts program has an extensive online Library Research Guide designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources

SCS offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.

- The Writing Center offers professional writing support through its online peer tutoring service.
- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the Canvas Student Guide and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. Technical support for VoiceThread is available.
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Technical support for TurnItIn is available.
- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Technical support for Zoom is available.

COMMUNICATIONS GUIDELINES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than

to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Bachelor of Arts in Liberal Studies Undergraduate Bulletin](#). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](#).

Communication with Peers

Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within one (1) business day. Please allow three (3) business days for assessment submission feedback.

Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here: https://www.library.georgetown.edu/copyright

More information about computer acceptable use policy and intellectual property can be found here: https://security.georgetown.edu/it-policies-procedures/computer-systems-aup

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Title IX at Georgetown

https://titleix.georgetown.edu/

Sexual Misconduct

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff. Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC
Associate Director of Health Education Services for
Sexual Assault Response and Prevention
(202) 687-0323
jls242@georgetown.edu

Erica Shirley
Trauma Specialist
Counseling and Psychiatric
Services (CAPS)
(202) 687-6985
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:

https://sexualassault.georgetown.edu/get-help

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: https://titleix.georgetown.edu/student-pregnancy.

COURSE SCHEDULE

Week	Topic	Required Reading	Assignments
1 (Aug 28)	Course Intro	N/A	N/A
2 (Sept 3)	What is philosophy (good for)? What is ethics?	Robert Audi, "Some Approaches to Determining Ethical Obligations" Box, "Three Questions for Thinking about Ethics" Plato's *Apology*: http://classics.mit.edu/Plato/apology.html *Recommended Podcast:* BBC's *In Our Time* podcast, "The Delphic Oracle," feat. Edith Hall, Paul Cartledge, Nick Lowe: https://www.bbc.co.uk/programmes/b00txj8d	
3 (Sept 10)	Trust and Truth-Telling in Business	Harry G. Frankfurt, "On Bullshit;" Frankfurt discussing his account of bullshit: https://www.youtube.com/watch?v=_D9Y-1Jcov4 Tamar Frankel, "Trust, Honesty and Ethics in Business" Case 2.1: "The Curious Loan Approval"	Reflection piece #1 (on Week 2 readings) due by classtime via Canvas
4 (Sept 17)	The Ethics of Accounting, Finance, and Investment	Box, "Six Principles of Ethical Accounting" Carol J. Loomis, "Lies, Damned Lies, and Managed Earnings" Duff McDonald, "The Running of the Hedgehogs" Case 3.5: "The Stock Market Crash of 2008"	Reflection piece #2 (on Week 3 readings) due by classtime via Canvas
5 (Sept 24)	What is justice?	John Rawls, "Justice as Fairness" Irving Kristol, "A Capitalist Conception of Justice" Gerald W. McEntee, "Comparable Worth: A Matter of Simple Justice" Case 4.1: "Revolution without Ideology"	Reflection piece #3 (on Week 4 readings) due by classtime via Canvas
6 (Oct 1)	Corporate Social Responsibility and Ethical	Christopher D. Stone, "Why Shouldn't Corporations Be Socially Responsible?" Paul A. Argeenti, "Corporate Ethics in the Era of Millennials" Case 5.7: "Blame Bangladesh, Not the Brands"	Reflection piece #4 (on Week 5 readings) due

	Leadership for Stakeholders		by classtime via Canvas
7 (Oct 8)	Ethics for a Data-Driven Age?	Box, "Seven Theses for Business Ethics and the Information Age" Elizabeth A. Buchanan, "Information Ethics in a Worldwide Context" Bill Joy, "Why the Future Doesn't Need Us" Yuval Noah Harari, "Why Technology Favors Tyranny:" https://www.theatlantic.com/magazine/archive/2018/10/yuval-noah-harari-technology-tyranny/568330/	Reflection piece #5 (on Week 6 readings) due by classtime via Canvas
8 (Oct 15)	Advertising and Marketing Ethics	Alan Goldman, "The Justification of Advertising in a Market Economy" Box, "Marketing to Millennials" Leslie Savan, "The Bribed Soul" Case 7.3: "Hucksters in the Classroom"	Reflection piece #6 (on Week 7 readings) due by classtime via Canvas
9 (Oct 22)	Ethics of Consumerism	Stanley J. Modic, "How We Got into This Mess" Adam Thierer, "When the Trial Lawyers Come for the Robot Cars" Case 8.2: "Children and Reasonably Safe Products"	Reflection piece #7 (on Week 8 readings) due by classtime via Canvas
10 (Oct 29)	Loyalty and Whistleblowing	Frederick Bruce Bird, "Moral Muteness and Moral Blindness" David E. Soles, "Four Concepts of Loyalty" Box, "Blind to Earned Loyalty" Seymour M. Hersh, "Torture at Abu Ghraib:" http://www.newyorker.com/magazine/2004/05/10/torture-at-abu-ghraib Anonymous, "I Am Part of the Resistance Inside the Trump Administration:" https://www.nytimes.com/2018/09/05/opinion/trump-white-house-anonymous-resistance.html	Reflection piece #8 (on Week 9 readings) due by classtime via Canvas Midterm paper due
11 (Nov 5)	International Business, Global Ethics	Thomas Donaldson, "Values in Tension: Ethics Away from Home" Box, "The Foreign Corrupt Practices Act" Florian Wettstein, "Silence and Complicity: Elements of a Corporate Duty to Speak Out Against the Violation of Human Rights" Box, "A Defense of Sweatshops" Case 10.4: "IBM's Business with Hitler: An Inconvenient Past"	Reflection piece #9 (on Week 10 readings) due by classtime via Canvas
12 (Nov 12)	Professional Leadership and the Environment	Mark Sagoff, "At the Shrine of Our Lady of Fatima or Why Political Questions Are Not All Economic" Box, "Who Owns the Earth?" Peter Singer, "The Place of Nonhumans in Environmental Ethics" Box, "The Tame Land" Case 11.3: "Texaco in the Ecuadorean Amazon"	Reflection piece #10 (on Week 11 readings) due by classtime via Canvas

13 (Nov 19)	Leadership Ethics Pt. I	Joanne B. Ciulla, "The Moral Pitfalls of Being a Leader" Box, "Messed Up Leaders" Al Gini, "Moral Leadership and Business Ethics" Joanne B. Ciulla, "Why Business Leaders' Values Matter" Case 12.4: "Shooting an Elephant"	Reflection piece #11 (on Week 12 readings) due by classtime via Canvas
14 (Nov 26)	Leadership Ethics Pt. II	Dean C. Ludwig and Clinton O. Longenecker, "The Bathsheba Syndrome: The Ethical Failure of Successful Leaders" Robert Greenleaf, "Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness" Case 12.5: "How Raj Rajaratnam Gave Galleon Group Its 'Edge'"	Reflection piece #12 (on Week 13 readings) due by classtime via Canvas
15 (Dec 3)	The Rights and Wrongs of Corporate Governance	Irving S. Shapiro, "Power and Accountability: The Changing Role of the Corporate Board of Directors" Box, "Corporate-Governance Reform" John J. McCall, "Employee Voice in Corporate Governance: A Defense of Strong Participation Rights" Case 13.3: "Corporate Governance and Democracy"	Reflection piece #13 (on Week 14 readings) due by classtime via Canvas
16 (Dec 10)	A Free Market Future?	Karl Marx, "Commodity Fetishism" Daniel Bell, "The Cultural Contradictions of Capitalism" Thomas Frank, "Too Smart to Fail: Notes on an Age of Folly" Case 14.1: "Blood for Sale"	Reflection piece #14 (on Week 15 readings) due by classtime via Canvas
17 (Dec 17)	Wrapping Up: Ethical Leadership Across the Professions	Wiggle-room & concluding readings TBA	Reflection piece #15 (on Week 16 readings) due by classtime via Canvas Final essay due date TBA