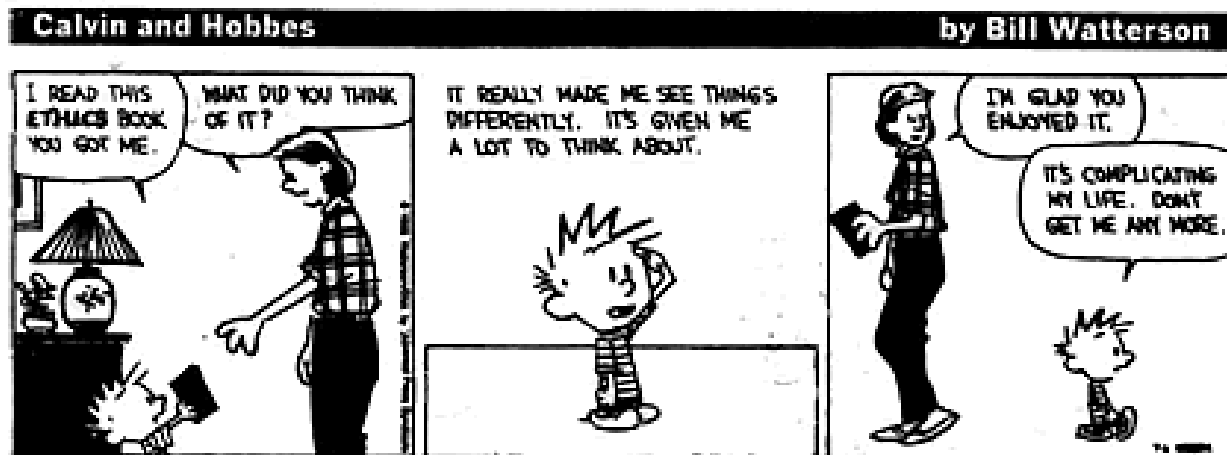


EASL 101: Ethics and Servant Leadership
Fall 2011

Prof. James McCarty
Wednesdays 4:00pm – 5:15pm
Room: Library Study Room #2
Office Hours: Monday: 10:00am – 12:00pm
Wednesday: 1:00pm – 3:00pm

E-mail: jwmccar@emory.edu
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Language Hall 105

Course Description



What is ethics? How do we know what is “right?” What is a good life? Who is a good person? In this course we will explore these questions by studying the most prominent and influential answers people have provided in response to them. We will not spend the entire semester in theory, however. We will also explore the moral implications of the lives of real people. Ultimately, this course serves as a complement to what we will do in the Forum during the semester. In combining the academic study of ethics with our weekly exercises and reflections on leadership we will achieve a nuanced understanding both of “ethics” and of “leadership.”

Through selected readings, assignments and classroom discussions and activities all students should:

1. Be able to explain and apply basic concepts and theories in ethics/moral philosophy.
2. Be able to judge the strengths and weaknesses of each theory.
3. Be able to draw upon the theories learned in class to interpret and judge what is happening in the world.

Reading List

Required:

Pojman, Louis P. and James Fieser, *Ethics: Discovering Right and Wrong*, 7th Edition

Kleinman, Arthur, *What Really Matters: Living a Moral Life Amidst Uncertainty and Danger*

Recommended:

Singer, Peter, ed. *A Companion to Ethics*

Course Requirements

Classroom Preparation and Participation (10%)

Classroom preparation consists of completing all required readings and/or assignments, and coming to class prepared and able to participate in class discussions and ask intriguing questions during lectures. Classroom participation includes participating in class and small group discussions, but also includes attentive listening to the professor and fellow classmates. If you are naturally quiet and hesitant to speak in class please recognize that some participation in class and small group discussions is essential, but you may submit weekly reflection “journal entries” at the end of the semester to demonstrate your active engagement with and reflection on the material. These will not be formally graded, but will be used to gauge your preparation for class and engagement with material that would normally be gauged by comments and questions posed in the classroom.

Attendance Policy: Also, your preparation does not add to the classroom discussion if you are not present, and you cannot participate if you do not attend class. Therefore, every time you are absent from class or arrive late it will negatively affect your participation grade. If you are absent more than three times you will automatically fail the class. Finally, two late arrivals (arriving more than ten minutes after the start of class) will be treated as the equivalent of one absence.

Note: If extenuating circumstances (like sickness or a death in the family) arise that cause you to miss an extended period of time from school (I know life happens), please meet with me and we will discuss ways to enable completion of course requirements or other alternatives to failure of the course. Also, absences will impact your participation grade less negatively if I am informed of them as soon as possible before the missed class.

Midterm Examination 20%

There will be a short, take-home midterm examination at the end of section one of the course. The examination will measure your knowledge and comprehension of the major figures and ideas in ethics covered in the course. More details will be provided as we get closer to the date of the examination.

Semi-Weekly Reflection Papers (20%)

All students are required to write two 2.5-page reflection papers during the semester (10 points each). These papers are to be written concerning one of the seven “starred” weeks in the syllabus. These papers should be reflections on some event in your life or news story that is applicable to the topic of the previous week’s class session. They should draw upon both assigned readings and classroom lectures to demonstrate understanding of, and active reflection upon, the course material.

Presentation (20%)

Every student, in teams of two (and one team of three), will lead the class in a twenty-minute exercise to help us understand the ethical theory being discussed in that class session. This can be done in the

form of a game, role play/skit, video, art, or some other creative and engaged way. Students will be graded on the helpfulness of the exercise in understanding the theory at hand, their actual presentation in class, and the creativity and/or originality displayed in the exercise.

Final Paper (30%)

Every student will write a 6-8 page paper examining a recent news story through the lens of two ethical theories, one which you find convincing and which you find unconvincing. More information about this paper will be provided as the due date gets closer.

Grading Scale

93-100 = A (Excellent/Outstanding)	80-82 = B- (Above Average)	67-69 = D+ (Poor)
90-92 = A- (Superior)	77-79 = C+ (Average)	63-66 = D (Inadequate)
87-89 = B+ (Very Good)	73-76 = C (Adequate/Mediocre)	62 and Below = F (Failing)
83-86 = B (Good)	70-72 = C- (Below Average)	

Expectations

Attendance

See above.

Participation

All students are expected and required to participate in class discussions and lectures. Remember, participation is not limited to speaking, but includes being present in class, attentive and respectful listening to all, participation in all classroom activities and coming to class prepared for the topic of discussion by completing all assigned reading.

Late Work Policy

All late work will be reduced 8% for each day it is late. For example, if you earn a 78% C+ on a paper turned in one day late your grade will be a 70% C-, or if you turn in a final project that deserves a 98% A two days late your grade will be an 82% B-.

Note: Those students with special needs (Disability, English as a Second Language, etc.) should visit the writing center before turning in any reflection papers to obtain assistance with the technicalities (grammar, structure, spelling, etc.) of writing. In fact, all college students can benefit from the assistance of the writing center and should take advantage of this wonderful service.

http://oxford.emory.edu/audiences/current_students/Academic/academic-success/writing-center/index.dot

Technology Policy

Dear Students,
I know when you're
texting in class.
Seriously,
no one just looks down at their
crotch and smiles.
Sincerely, TEACHER.
 I CAN RELATE • INFO

Use of computers in the classroom, other than during a presentation to the entire class, is prohibited. I have found that students retain more information and are more engaged in classroom discussions without the presence of laptop computers during class time. If there are extenuating circumstances that require your use of a computer during class please see me during office hours. Also, please turn off or put on silent all cell phones during our time together. I will do you the courtesy of turning off my phone. Please provide the same courtesy to me and your colleagues.

Academic Integrity



Please read the Student Honor Code:

http://oxford.emory.edu/audiences/current_students/Academic/academic-success/student-honor-code/.

Plagiarism: Plagiarism is the intentional or careless use and presentation of another person's words, thoughts, ideas or work that is not "common knowledge," as one's own, original work. In academic research and learning, both of which you will be participating in this semester, it is commonplace and necessary to learn from and use the work already done by others. However, when doing so you *must* provide citations, i.e. give credit to whom it is due, for your use of their work. If you engage in plagiarism you will automatically fail the course and be referred to Oxford College's Honor Council. Please see this resource by Indiana University for more guidance on avoiding plagiarism:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.

Schedule

Part 1: Ethical Theories

August 24, 2011

Overview of Syllabus; Introduction to the Course

August 31, 2011

Lecture: What are ethics? Universality, Cultural Relativism, and the Dimensions of the Moral Life

Assigned Reading: Pojman and Fieser, *Ethics*, 1-45

Recommended Reading: "Ethics," *Internet Encyclopedia of Philosophy*, <http://www.iep.utm.edu/ethics/>.

*September 7, 2011

Lecture: Egoism and Altruism

Assigned Reading: Pojman and Fieser, *Ethics*, 81-99

Recommended Reading: Singer, *A Companion to Ethics*, 197-204; "Egoism," *Stanford Encyclopedia of Philosophy*, <http://plato.stanford.edu/entries/egoism/>.

*September, 14, 2011

Lecture: Social Contract Theory

Assigned Reading: Pojman and Fieser, *Ethics*, 64-80

Recommended Reading: Singer, *A Companion to Ethics*, 186-196; "Social Contract Theory," *Internet Encyclopedia of Philosophy*, <http://www.iep.utm.edu/soc-cont/>.

*September 21, 2011

Lecture: Utilitarianism and Consequentialism

Assigned Reading: Pojman and Fieser, *Ethics*, 100-120

Recommended Reading: Singer, *A Companion to Ethics*, 230-248; "Consequentialism," *Stanford Encyclopedia of Philosophy*, <http://plato.stanford.edu/entries/consequentialism/>.

*September, 28, 2011

Lecture: Deontology and the Categorical Imperative

Assigned Reading: Pojman and Fieser, *Ethics*, 121-145

Recommended Reading: Singer, *A Companion to Ethics*, 175-185, 205-218; "Deontological Ethics," *Stanford Encyclopedia of Philosophy*, <http://plato.stanford.edu/entries/ethics-deontological/#DeoTheKan>.

*October 5, 2011

Lecture: The Virtues/The Virtuous Life

Assigned Reading: Pojman and Fieser, *Ethics*, 146-166

Recommended Reading: Singer, *A Companion to Ethics*, 249-258; "Virtue Ethics," *Stanford Encyclopedia of Philosophy*, <http://plato.stanford.edu/entries/ethics-virtue/>.

*October 12, 2011

Lecture: A Feminist Ethic of Care

Assigned Reading: Pojman and Fieser, *Ethics*, 167-186

Recommended Reading: Singer, *A Companion to Ethics*, 491-499; "Feminist Ethics," *Stanford Encyclopedia of Philosophy*, <http://plato.stanford.edu/entries/feminism-ethics/>.

*October 19, 2011

Lecture: The Ethics of *Ubuntu* as an Alternative to Traditional Western Theories: Lessons From Beyond Europe and America

Assigned Reading: To Be Determined

October 26, 2011

MIDTERM EXAMINATION

Part 2: Lived Ethics

November 2, 2011

Assigned Reading: Kleinman, *What Really Matters*, 1-79

November 9, 2011

Assigned Reading: Kleinman, *What Really Matters*, 80-161

November 16, 2011

Assigned Reading: Kleinman, *What Really Matters*, 162-235

November 23, 2011

Thanksgiving Break

November 30, 2011

FINAL PAPER DUE

Note: This syllabus is not a contract and is liable to be revised throughout the semester at the discretion of the instructor.