

**PHIL282R: Ethics and Servant Leadership: Foundations**  
**Fall 2010**

Prof. James McCarty  
Tuesdays 4:00pm – 5:15pm  
Room Library Study Room #2  
Office Hours: Tuesday 1:00pm – 4:00pm and by appointment

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**Course Description**

What is/are ethics? Who are leaders? What is leadership? In this course we will answer these questions and explore the relationship between ethics and leadership in communities, institutions and organizations. The framework in which we will find the most congruence between these sometimes seemingly disparate notions, and, therefore, concentrate our efforts in, is “servant leadership.” Oxford College defines a leader as “basically a change agent...Leaders, then, are not necessarily those who merely hold formal ‘leadership’ positions; on the contrary, all people are potential leaders...[L]eadership is, by definition, a collective or group process.” This is congruent with the definition of servant leadership originally put forward by Robert K. Greenleaf:

The servant-leader *is* servant first... It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is *leader* first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions...The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature.

The difference manifests itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? *And*, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?

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. Develop a framework for ethical leadership that can account for the preference of the servant leadership model as opposed to traditional models of leadership.
3. Understand and incorporate servant leadership principles in their interactions on campus and in future employment.
4. Evaluate leadership models and structures of organizations and institutions, especially non-profit organizations, for the use of servant leadership principles as opposed to traditional “top-down” models.

### **Reading List**

Burchard, Brendon. *The Student Leadership Guide*. 3<sup>rd</sup> Ed.

Greenleaf, Robert K. *The Servant as Leader*.

Rachels, James and Stuart Rachels. *The Elements of Moral Philosophy*. 6<sup>th</sup> Ed.

Required articles and suggested readings will be made available throughout the semester or can be found online.

### **Course Requirements**

#### **Classroom Preparation and Participation (20%)**

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 four times you will automatically fail the class. Finally, three 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.

#### **Two Reflection Papers (60%)**

All students are required to write two 7-page reflection papers during the semester (30 points each). These papers can be written at anytime during the semester – one during part one on ethics and one during part two on servant leadership. These papers should be reflections on some event in your life or news story that is applicable to one of the broad topics of inquiry we are pursuing this semester. For example, during part one you may write a paper demonstrating the use of utilitarian arguments to justify the use of torture during war time and your reflections on the strengths and/or weaknesses of

such arguments. In part two, as another example, you may write a paper about the way the presence of civil society enables members of the Tea Party Movement to pursue their vision of the good life. These papers should draw upon both assigned readings and classroom lectures to demonstrate understanding of, and active reflection upon, the course material. The due date for each paper is the last day of the section, but you are encouraged to turn papers in early; it will be beneficial to write the paper within the first two weeks after our classroom discussion and lecture on your topic of inquiry because of the “freshness” it will have in your mind.

### **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 incoming 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](http://oxford.emory.edu/audiences/current_students/Academic/academic-success/writing-center/index.dot)

#### **Technology Policy**

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/](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: Ethics

##### August 31, 2010

Overview of Syllabus; Introduction to the Course

##### September 7, 2010

Lecture: What are ethics? Universality, Cultural Relativism, and the Dimensions of the Moral Life  
Assigned Reading: Rachels and Rachels, *The Elements of Moral Philosophy*, 14-31; "Ethics," *Internet Encyclopedia of Philosophy*, <http://www.iep.utm.edu/ethics/>.

##### September 14, 2010

Lecture: Egoism and Altruism

Assigned Reading: Rachels and Rachels, *The Elements of Moral Philosophy*, 62-79; "Egoism," *Stanford Encyclopedia of Philosophy*, <http://plato.stanford.edu/entries/egoism/>.

##### September 21, 2010

Lecture: Deontology and the Categorical Imperative

Assigned Reading: Rachels and Rachels, *The Elements of Moral Philosophy*, 121-45; "Deontological Ethics," *Stanford Encyclopedia of Philosophy*, <http://plato.stanford.edu/entries/ethics-deontological/#DeoTheKan>.

##### September 28, 2010

Lecture: Utilitarianism and Consequentialism

Assigned Reading: Rachels and Rachels, *The Elements of Moral Philosophy*, 97-123; "Consequentialism," *Stanford Encyclopedia of Philosophy*, <http://plato.stanford.edu/entries/consequentialism/>.

October 5, 2010

Lecture: Social Contract Theory

Assigned Reading: Rachels and Rachels, *The Elements of Moral Philosophy*, 80-96; "Social Contract Theory," *Internet Encyclopedia of Philosophy*, <http://www.iep.utm.edu/soc-cont/>.

October 12, 2010

NO CLASS – MIDSEMESTER BREAK

October 19, 2010

Lecture: The Virtues/The Virtuous Life

Assigned Reading: Rachels and Rachels, *The Elements of Moral Philosophy*, 158-72; "Virtue Ethics," *Stanford Encyclopedia of Philosophy*, <http://plato.stanford.edu/entries/ethics-virtue/>.

October 26, 2010

Lecture: A Feminist Ethic of Care

Assigned Reading: Rachels and Rachels, *The Elements of Moral Philosophy*, 146-57; "Feminist Ethics," *Stanford Encyclopedia of Philosophy*, <http://plato.stanford.edu/entries/feminism-ethics/>.

November 2, 2010

Lecture: The Ethics of *Ubuntu* as an Alternative to Traditional Western Theories

Assigned Reading: To Be Determined

MIDTERM EXAMINATION HANDED OUT

## **Part 2: Servant Leadership**

November 9, 2010

Lecture: Civil Society and the Good Life

Assigned Reading: Greenleaf, *The Servant as Leader*

MIDTERM EXAMINATION DUE AT THE BEGINNING OF CLASS

November 16, 2010

Lecture: Introduction to Servant Leadership

Assigned Reading: Burchard, *The Student Leadership Guide*, 1-45

November 23, 2010

Lecture: Envision and Enlist: Birthing a Movement

Assigned Reading: Burchard, *The Student Leadership Guide*, 46-91

November 30, 2010

Lecture: Embody and Empower: Building a Movement

Assigned Reading: Burchard, *The Student Leadership Guide*, 92-138

December 7, 2010

Lecture: Evaluate and Encourage: Sustaining a Movement

Assigned Reading: Burchard, *The Student Leadership Guide*, 139-84

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