

THE UNIVERSITY OF TEXAS AT AUSTIN
**FALL 2013 EDP 369K: SOCIALLY RESPONSIBLE AND
ETHICAL STUDENT LEADERSHIP**

Sanchez 422 Tuesdays & Thursdays, 12:30-2p.m. Unique #: 10425

Instructors

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Class Contact

For any questions related to the class, please e-mail Dr. Bowens. ***Please be sure to include 'EDP 369K' in the subject line of your e-mail to help me differentiate yours from other requests.***

Course Description

EDP 369K: Socially Responsible and Ethical Student Leadership is designed to develop student leaders by providing both theoretical and practical knowledge and skills necessary to understand and facilitate social change; develop group values; and create a personal definition of leadership and code of ethics. Through active participation in this class, students will have the opportunity to:

- Explore, develop and articulate a personal belief system, leadership philosophy, and personal identity;
- Consider multiple perspectives to demonstrate ethical decision-making;
- Identify personal values, strengths and limitations through interactive activities and discussions;
- Develop effective critical thinking skills;
- Learn how to write effectively and persuasively.

Class Expectations

- 1) Bring your syllabus and reading materials to class each day.
- 2) Actively listen to your colleagues during class.
- 3) Respect your peers and their opinions.
- 4) Contribute fully to the class environment, which includes staying actively engaged in class discussions with questions or ideas, coming to class on time, and completing your assignments in a timely manner.
- 5) Come to class prepared for discussion by having completed the reading assignments for that class period.

Required Textbooks and Online Assessment

There is one required text for this class. It is available for purchase at the University Co-op.

- 1) Johnson, C. E. (2009). *Meeting the ethical challenges of leadership* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- 2) Students are required to complete an online self-assessment called StrengthsQuest by October 20, 2013. Instructions for accessing the assessment are below:
 - Go to <http://www.strengthsquest.com/schoolaccess/>
 - Click on "Proceed to Checkout" button at the bottom of the page
 - You will be taken to a Sign In page
 - Click on "New User? Click to Register"
 - Complete required fields on Registration page
 - Click on "Continue" at the bottom of the page
 - You will be led through a checkout process to purchase your personal code to access the StrengthsQuest assessment. It will cost \$12.50 and is easiest to purchase with a credit/debit card. There are options to pay by check if necessary but it will delay your receipt of your code. Your code will be emailed to you with instructions to access the assessment.

Attendance

- 1) Students are expected to demonstrate responsibility and dependability by attending class on time and by missing class only if unavoidable. **If you must miss a class meeting, please notify all instructors via email in advance.** After two (2) absences, your final grade will be dropped by a letter grade. Subsequent unexcused absences will result in further reduction of your final grade.
- 2) **In order for you to gain the most from the class, you are expected to contribute fully.** You will be learning through interaction and reflection with other class members. There is simply no way for you to compensate for having missed class instruction and shared experiences, but in order to help, **instructors are available up to ONE WEEK after a missed class to review missed material by making an appointment.**

Bi-weekly Feedback Cards

Twice a month, the class will be asked to complete an anonymous feedback card providing response to the following:

- 1) What concepts have you most enjoyed exploring? Why?
- 2) What concepts are still unclear?

3) What general comments do you have about the course?

These bi-weekly feedback cards will provide instructors with a quick snapshot of how the course is going and the areas that need greater discussion and exploration.

Accommodations

As early as possible in the semester, students with disabilities who need special accommodations should present a letter to the instructors prepared by the Services for Students with Disabilities (SSD) area of the Division of Diversity and Community Engagement. To ensure that the most appropriate accommodations can be provided, students should contact SSD at ssd@austin.utexas.edu, 512-471-6259 or via Video Phone at 512-410-6644.

Religious and Holy Days

Persons who have religious or cultural observations that conflict with class meetings should let the instructors know in writing at least *two weeks* before the observation. With proper notification, students will not be penalized for missing class. We strongly encourage you to honor your cultural and religious holidays. However, if we do not hear from you at least *two weeks* before the date of the holiday, we will assume that you plan to attend all class sessions, and full attendance will be required.

Sexual Harassment

It is the policy of The University of Texas at Austin to maintain an educational environment free from sexual harassment and intimidation. Sexual harassment is expressly prohibited and offenders are subject to disciplinary action. In other words, all students at the university are entitled to study and to work free from the threat of sexual intimidation and discrimination from faculty and other university employees. Students are encouraged to report any such incident immediately to Christa F. López, Assistant Director of Student Emergency Services (christa.sandelier@austin.utexas.edu) or Katherine Antwi Green, Assistant Vice President for the Office of Institutional Equity (katherine.antwi.green@austin.utexas.edu).

Electronic Devices

Due to the interactive nature of the class and the importance for all students to be engaged in dialogue and activities, all electronic devices should be turned off during class. If you anticipate a situation that would require you to use an electronic device, please contact the instructors prior to the beginning of class so appropriate arrangements may be made.

Policy on Scholastic Dishonesty

Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university. Since such dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced. All work must be done on an individual basis unless explicitly stated by the instructor and in the assignment description. Any unauthorized or collaborative work will be considered academic dishonesty and will be referred to Student Judicial Services. Visit <http://deanofstudents.utexas.edu/sjs/> for more information about Student Judicial Services.

Policy on Proper Citation

A consistent problem with academic dishonesty centers on proper citation. Most students fail to cite sources altogether, while others take authors' words verbatim and do not quote them properly. Additionally, students paraphrase authors' words without citation. **This could put you in serious academic**

trouble. Please be aware that plagiarism can merit a referral to Student Judicial Services (<http://deanofstudents.utexas.edu/sjs>). Please look at SJS's Web site for definitions of plagiarism and paraphrasing. Because you have been informed about academic integrity through this class and in this syllabus, your instructors will refer cases of academic dishonesty to Student Judicial Services.

Depending on your department (and sometimes your professor's preference), your citation style may change. Below are some Web sites that have examples of different types of citation formats. You may do a Web search for your specific style to get examples. You may use the style with which you are most comfortable for the assignments in this class. Please note there are many more styles than those listed below. This list is not meant to be comprehensive but rather a place to begin your research on academic integrity and proper citation.

APA format: http://owl.english.purdue.edu/handouts/research/r_apa.html

APA electronic references: <http://www.apastyle.org/elecref.html>

MLA electronic references: http://www.mla.org/publications/style/style_faq/style_faq4

Turabian format: <http://www.bridgew.edu/Library/turabian.cfm>

Chicago style: <http://www.lib.ohio-state.edu/guides/chicagogd.html>

<http://www.liunet.edu/cwis/cwp/library/workshop/citation.htm>

Undergraduate Writing Center

The Undergraduate Writing Center (UWC) offers free, individualized, expert help with writing for any UT Austin undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT Austin can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems". Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work. The Undergraduate Writing Center is located in FAC 211 and the telephone number is 512-471-6222. Visit the UWC Web site at <http://uwc.utexas.edu/about> for additional information and writing resources.

Use of E-mail

It is the right and responsibility of every student to keep the university informed of changes in her or his official e-mail address and other directory information. All admitted and enrolled students may claim an e-mail address at no additional cost as provided by Information Technology Services (ITS). Information on obtaining an e-mail address is given at <http://www.utexas.edu/computer/email/>. ITS is responsible for providing centrally supported e-mail servers and addresses that assist the university in sending official communications. The university cannot be responsible for the handling of e-mail by outside vendors (e.g., @gmail.com, etc.). A student may provide an official e-mail address from outside vendors, or that forwards to such a server, at her or his own risk. Undeliverable messages returned because of either a full in-box or use of a "spam" filter will be considered delivered without further action required of the university.

Quizzes

There will be one quiz each week based on the assigned readings and class content for the day/week. Students are allowed to utilize notes taken in class or from reading to assist in completing the quiz

however, book use is not allowed. *The best eight (8) out of ten (10) quiz scores will be used to calculate final quiz points for the semester.*

GRADING GUIDELINE

Grades	Percentage	Points
Assignment #1	22%	24
Assignment #2	19%	21
Assignment #2 Presentation	16%	18
Assignment #3	13%	15
Assignment #3 Presentation	14%	15
Quizzes	16%	18
TOTAL	100%	111

Plus/Minus Grading

The Plus/Minus grading system will be used for this course, applying the following grading scale:

Points	Percentage	Final Grade
104-111	94-100%	A
100-103	90-93%	A-
96-99	87-89%	B+
93-95	84-86%	B
89-92	80-83%	B-
85-88	77-79%	C+
82-84	74-76%	C
78-81	70-73%	C-
74-77	67-69%	D+
71-73	64-66%	D
66-70	60-63%	D-
0-65	59% and lower	F

COURSE ASSIGNMENTS

Each assignment should follow the guidelines below:

- 12-point font
- Double-spaced
- Times/or Times New Roman
- Use an approved format listed in the syllabus to reference sources used in your paper. ***NOTE: You must use references when quoting or adapting materials from others. This includes in-text citations as well as a reference page at the end of the paper.***
- Students are expected to use outside sources for **ALL** assignments in this class. Please refer to the grading rubric for paper submissions for additional details.
- Assignments are due at the beginning of class. ***E-mailed papers will not be accepted.***

For all assignments, please refer to the policy on proper citation and Undergraduate Writing Center sections within the syllabus.

Late Assignment Policy

All assignments are due at the beginning of class on the due date indicated in the syllabus. Late assignments will be accepted within **ONE WEEK** of the due date with an automatic 10% reduction of the final assignment grade for each class meeting that passes before submission. (1 Full Week would mean an automatic 20% grade reduction.) After that point, assignments will not be accepted and students will not be given credit for the assignment.

Assignment Re-write Policy

Students who receive 59% or lower on an assignment will have the opportunity to re-write their assignment. Students rewriting assignments have **ONE WEEK** from the date the assignment was returned in class to submit the re-written paper. ***It is highly recommended that the student utilize the Undergraduate Writing Center to consult in the revision and re-writing process.*** The final grade will be an average of the original paper grade and the re-write grade. If student does not meet with an instructor and submit a re-written paper, the original paper grade will be the final grade.

Assignment #1: Leadership Theory Research Paper (5-7 pages)

Assignment Description

Using the class reading (*Evolution of Leadership Theory* article posted on Blackboard), the class power point presentations, your notes from class, and additional sources that can be cited, choose:

- One leadership theory
- Two theorists/researchers who support the selected theory
- One current or past leader who embodies or is influenced by the selected theory

You will fully analyze your selected theory and apply it to a specific current or past leader. Use the questions below to guide your analysis and application of your selected leadership theory. *Please do not only answer the questions in your analysis – these are merely guides to get you thinking about this assignment.*

Part 1: Leadership Theory

- What are the main components or points of the selected theory?
- What theorists/researchers in the field support this theory? (please include at least **two** and reference them appropriately)
- What are some of the theorists'/researchers' thoughts on the theory?
- What are the advantages, benefits or strong points about this theory?
- How does this theory guide leaders to become agents of change?
- What are the ethical dimensions that are evident or not evident in this theory?
- What are some areas in which this theory could be improved?
- What components of this theory remain unclear or unanswered?
- In what areas is this theory lacking?

Part 2: Analysis of Leader

- Who is a specific current or past leader who embodies or is influenced by this theory?
- What are some examples of how your selected leader demonstrates or displays the theory?
- How has your selected leader impacted or influenced change?
- Does your selected leader demonstrate ethical dimensions in her or his leadership style?
- What benefits or advantages does a leader influenced by the selected theory have?
- What challenges might a leader face if they were solely influenced by this theory?
- Are there any shortcomings that your selected leader demonstrates that may relate directly to this theory?
- If your selected leader demonstrates shortcomings, what are they and how do they impact the leader's ability to lead, impact change or influence others?

DUE DATES:

DRAFT: *Tuesday, September 17, 2013*

FINAL REVISED PAPER: *Tuesday, October 8, 2013*

Assignment #2: Ethical Case Study (5-7 pages)

Assignment Description

Identify a situation/story/scenario that presents an ethical dilemma. This situation/story/scenario should include the following components:

- Two or more differing viewpoints
- Presence of a true ethical dilemma (right vs. right)
 - Truth versus loyalty
 - Individual versus community benefit
 - Short-term versus long-term decisions
 - Justice versus mercy
- The best solution is not immediately apparent
- Decision-making includes consideration of values/beliefs

Sources to find situation/story/scenario:

- Internet
- Current events/news outlets
- Magazine
- Newspaper
- Materials from other classes (with permission to use)

Points to Ponder:

- It will be important to select a situation/story/scenario with at least two differing viewpoints for an easier comparison and contrast of responses.
- We do not oppose to your using the same situation/story/scenario as a classmate, as long as it is apparent that you wrote your analysis individually.
- If you want to discuss the relevance/appropriateness of the selected situation/story/scenario, feel free to come by office hours or stay after class.
- Students tend to do better with this assignment when they choose a specific scenario versus a broad issue. For example, pro-choice vs. pro-life is a broad issue. The specific stories found at <http://www.prochoiceamerica.org/womens-voices/womens-stories/> are specific scenarios.

Part 1: Summary of Scenario

Introduce the situation/story/scenario and provide a brief summary of the important details that qualify it as an ethical case study. Be sure to include the following details:

- Who was involved?
- Where did the situation take place?
- When did this happen?
- What is going on in the scenario?

NOTE: You must include a copy of the original, full-length situation/story/scenario with your paper as an extra attachment. This may be the full online article or news story, or a copy of the full scenario from the magazine/newspaper/book from which you created your summary.

Part 2: Identification of Ethical Dilemma and Stakeholders

Identify the ethical dilemma and why there are conflicting viewpoints. Describe the values/ethics that are competing in this right versus right scenario. Identify the various viewpoints present in the situation/story/scenario. Fully explain at least two differing viewpoints as well as the level of investment each individual has in the situation/story/scenario. Explore the following:

- What are the competing ethical values in the scenario?
- How/why is each individual involved?
- To whom will each individual have to explain his or her decision?
- What are all the issues, concerns and needs that are present in each viewpoint?

Part 3: Courses of Action

Explore the possible courses of action and the advantages and disadvantages for each individual involved in the scenario. Consider the following:

- What are the options for resolving this dilemma?
- How will each decision(s) affect each individual?
 - What does each individual have to gain?
 - What does each individual have to lose?
- What are the tradeoffs for each course of action for the individuals involved?
 - i.e.; If ____ then ____ will happen because ____.
- Are there any ethical standards/strategies that would apply to each course of action (i.e.; Utilitarianism, Communitarianism, Altruism, etc.? See Chapter 5 in *Meeting the Ethical Challenges of Leadership* for a full list and descriptions).

DUE DATE:

- *Tuesday, November 12, 2013*

Assignment #3: Personal Definition of Leadership and Code of Ethics

Assignment Description

Part 1: Original Personal Definition of Leadership (3 points):

On the first day of class, you shared your personal definition of leadership. Submit this original version as part 1 of this assignment.

Part 2: Revised Personal Definition of Leadership (3 points):

After a semester of learning and exposure to new ideas and concepts, write your most current personal definition of leadership.

Part 3: Personal Definition of Leadership Reflection (3 points):

Reflect on your personal definition of leadership and any changes, modification or updates you have made from your original definition. In a **one page**, written reflection, explain, in detail, any changes to your definition. Explain why it changed or did not change. Consider the following questions in your reflection:

- If there was a change, what influenced that change/addition/deletion?
- If there was not a change, why do you think that is?
- Did the class materials, content, readings, and activities help shape your definition? If so, which parts of class and how?

Part 4: Individual Code of Ethics (3 points):

Write your individual code of ethics. Your individual code of ethics should serve as a guiding document for your individual decision-making process and behaviors. As a starting point, it may be helpful for you to think of your code of ethics within the context of your strengths, limitations, experiences, background, ambitions, goals, talents, values, and individual principles. Your code of ethics may be created in a variety of formats (poems, artwork, paragraph form, etc.) but you must ensure that the reader understands WHY you included each item in your code of ethics.

Part 5: Individual Code of Ethics Reflection (3 points):

Reflect on your individual code of ethics. In a **one page**, written reflection, explain, in detail, the development of your individual code of ethics. Consider the following questions in your reflection:

- How did your code of ethics evolve throughout the semester?
- What did your code of ethics include early in the semester? What have you added or deleted? Why?
- Are your code of ethics and personal definition of leadership similar? Why or why not?
- Did the class materials, content, readings, and activities help shape your code of ethics? If so, which parts of class and how?

Part 6: Individual Presentation of Code of Ethics (15 points):

You have spent a lot of time this semester exploring your strengths, talents, values, and identities. In doing this, you have also hopefully come to see how you have the potential to either adversely or positively impact and contribute to the environments and communities in which you are a part of. One tool that can help guide and ground you personally and as you interact with others is to have a Personal Code of Ethics.

This presentation gives you an opportunity to share some of the main points of your Personal Code of Ethics. To assist you in sharing and presenting this to the class, please develop a visual representation of your code of ethics. Feel free to be as creative as you would like to be with this visual representation. You may consider a drawing, painting, sculpture, video, PowerPoint, collage, diagram, storyboard, etc.

Your presentation should be 4-5 minutes. Please share as much as you are comfortable disclosing about the following:

- What are the key points, components or values in your personal code of ethics?
- What specific experiences or events helped to strengthen or weaken the values you hold as your own? This can be a personal experience or story or it could be an activity or discussion that took place in class.
- Have you noticed or considered any changes in values or priorities as a result of exploring and reflecting upon them this semester? If so, what type of changes have you considered and why? If no, why do you think this is the case?
- Articulate the specific values from your code of ethics that guide your decision-making. (For example: if your values include decisiveness, inner harmony and trust....how would they influence and guide decisions made in your personal and professional life)?
- What role does your identity, strengths, values, etc. play in your personal code of ethics?
- Do you see your values play out differently in your personal life with family? Friends? School? Work? How so....share an example or story that illustrates this.

DUE DATES:

- Part 6 – Presentation: *Tuesday, December 3 and Thursday, December 5, 2013*
- FINAL PAPER: *Thursday, December 5, 2013*

Course Outline

DATE	ASSIGNED READINGS	ASSIGNMENTS DUE
August 29 Course Introduction	Syllabus and Assignment Packet	Personal Definition of Leadership
PHASE 1: SOCIETAL/COMMUNITY VALUES		
September 3 Evolution of Leadership Models and Theories	<i>Evolution of Leadership Theory</i> article	Review assignment #1: Draft due on September 12th
September 5 Evolution of Leadership Models and Theories		
September 10 Overview of Change and Introduction to the Social Change Model of Leadership	<i>Leadership for a Better World:</i> Chapter 1: What is Social Change? Chapter 4: Change	
September 12 Writing Workshop		DRAFT of Assignment #1 DUE (Leadership Theory/Research Paper)
September 17 Defining Social Change	<i>Leadership for a Better World:</i> Chapter 2: An Overview of the Social Change Model of Leadership Development	
September 19 Citizenship	<i>Leadership for a Better World:</i> Chapter 5: Citizenship	
September 24 Ethics and Social Change	<i>Meeting the Ethical Challenges:</i> Chapter 5: General Ethical Perspectives	
September 26 Paper #1 Revisions: Student Instructor Conferences		

PHASE 2: GROUP VALUES		
October 1 Building an Effective Ethical Small Group	<i>Meeting the Ethical Challenges:</i> Chapter 8: Building an Effective Ethical Small Group	
October 3 Collaboration and Common Purpose	<i>Leadership for a Better World:</i> Chapter 6: Collaboration and Chapter 7: Common Purpose	
October 8 Conflict and Controversy with Civility	<i>Leadership for a Better World:</i> Chapter 8: Conflict and Controversy with Civility	REVISED version of Assignment #1 DUE (Leadership Theory/Research Paper)
October 10 Diversity in Leadership and Cross Cultural Communication	<i>Meeting the Ethical Challenges:</i> Chapter 10: Meeting the Ethical Challenges of Diversity	
October 15 Diversity in Leadership and Cross Cultural Communication	Practical application scenarios with examples from various companies	
October 17 Creating an Ethical Organizational Climate	<i>Meeting the Ethical Challenges:</i> Chapter 9: Creating an Ethical Organizational Climate	
PHASE 3: INDIVIDUAL VALUES		
October 22 Consciousness of Self	StrengthsQuest Reading Descriptions of top 5 Signature Themes	Signature Themes Printout
October 24 Consciousness of Self	StrengthsQuest Continued <i>Leadership for a Better World:</i> Chapter 9: Consciousness of Self	
October 29 The Leader's Character	<i>Meeting the Ethical Challenges:</i> Chapter 3: The Leader's Character	
October 31 Congruence and Commitment	<i>Leadership for a Better World:</i> Chapter 10: Congruence and Chapter 11: Commitment	

November 5 Becoming a Change Agent	<i>Leadership for a Better World:</i> Chapter 12: Becoming a Change Agent	
November 7 Profiles in Action	Exploring Modern Change Agents	
November 12 In-Class Presentations		Assignment #2 DUE (Ethical Case Study)
November 14 In-Class Presentations		
November 19 Experiential Learning and Group Development		5-7 Minute Individual Presentation of Assignment #2
November 21 TBD		5-7 Minute Individual Presentation of Assignment #2
November 26 TBD		In-Class Experiential Activities
November 28 THANKSGIVING	NO CLASS	
December 3 Presentation of Individual Code of Ethics and Course Evaluations		5-7 Minute Individual Presentation of Individual Code of Ethics
December 5 Presentation of Individual Code of Ethics and Internal Course Evaluations		5-7 Minute Individual Presentation of Individual Code of Ethics Assignment #3: Personal Definition of Leadership and Code of Ethics DUE