**Ethics and Leadership**

**Course code:** SOC 355

**Semester and year:** Spring 2025

**Day and time:** Thursdays 15:30- 18:15

**Classroom:** 3.10

**Instructor:** Dr. Joshua M. Hayden

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**Consultation hours:** Mondays and Wednesdays 10-12 and 13-15:00 and by appointment

|  |  |  |  |
| --- | --- | --- | --- |
| **Credits US/ECTS** | 3/6 | **Level** | Undergraduate/ Graduate |
| **Length** | 15 weeks | **Pre-requisite** | none |
| **Contact hours** | 42 hours | **Course type** | Elective |

1. **Course Description**

One of the most universal cravings of the human spirit is for leadership that is grounded in character, one that reaches beyond success to significance. Many say that our times are defined by a leadership crisis, a void of courageous voices that inspire through the integrity of their lives. Contemporary leadership theorists have sought to define this inner quality that is the bedrock of values-based leadership, refusing to describe it as an amoral activity. Our purpose is to create a bridge between the ability to lead others and moral character. Using an interdisciplinary approach to understand leadership, we will explore the lives, values, and philosophies of eight leaders, examining both successes and failures. This course seeks to hone students’ analytical capabilities, to foster their understanding of key concepts of the leadership literature, to help them develop a set of systematic ideas regarding moral leadership, and to stimulate their capacity for self-awareness as potential leaders and as informed and responsible followers.

*“Character matters, we believe, because without it, trust, justice, freedom, community, and stability are probably impossible.”*

– James Davison Hunter, sociologist

1. **Student Learning Outcomes**

At the end of this course, students will be able to:

1. Describe the context of each leader, including the social, political, economic and cultural environment and pressures that shaped the unique situations in which they exercised moral responsibility;
2. Compare and contrast leaders related to their contexts, aims, strategies, and outcomes;
3. Interpret the lessons of historical leaders through the lens of ethical theory and leadership research;
4. Synthesize the lessons through the leaders and readings for constructing a framework for their own leadership;
5. Analyze the role of moral character within the activity of leading others;
6. Discover their own values, principles and methods through the human stories of these individuals.
7. **Reading Material**

**Required materials:** All materials (articles, book chapters, etc.) will be available on NEO.

* Aristotle, (1953 translation) Nicomachean Ethics. J.A.K. Thompson, trans. Selection: Book II: “Moral Goodness”
* Boehmer, E. (2008) *Nelson Mandela: A very short introduction.* Oxford University Press.
* Chaleff, I. (2009) *The Courageous Follower: Standing up to and for our leaders*, chapter 1 “The dynamics of the leader-follower relationship”
* Ciulla, J. (2002) The Ethics of Leadership. San Francisco: Sage.
* Ciulla, J. (ed) (2005) *Honest Work: A Business Ethics Reader*. Selections: Stone,
* Ciulla, J. (2009) *Leadership Ethics and Effectiveness*. San Francisco: Sage Publications.
* Ganz, M. (2009) *Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement*. Oxford University Press.
* Hayden, J. (2024) Leadership and the ethics of hope: Václav Havel and the Charter 77 human rights movement in Czechoslovakia. *Leadership*, 20 (5), 314-333.
* Howell & Wanasika (2019) Snapshots of Great Leadership, 2nd Ed. New York: Routledge.
* Isaacson, W. (2011) *Steve Jobs: A Biography.* NY: Simon and Schuster.
* Isaacson, W. (2012) “The real leadership lessons of Steve Jobs” *Harvard Business Review*. HBR Press.
* Kellerman, B. (2010) Leadership: Essential Selections on Power, Authority and Influence. New York: McGraw Hill.
* Price, T. (2008) *Leadership Ethics: An Introduction*. Cambridge University Press.
* Schlingensiepen, F. (2012). *Dietrich Bonhoeffer 1906-1945 : Martyr, thinker, man of resistance.* Bloomsbury Publishing Plc. chapter 5 “The Year 1933”
* Simpson, A; Rego, A.; Berti, M.; Clegg. S.; Pina e Cunha, M. (2022) Theorizing compassionate leadership from the case of Jacinda Ardern: Legitimacy, paradox and resource conservation. *Leadership*, 18 (3), 337-358.
* Wren, J.T. (1995) *The Leader’s Companion: Insights on Leadership Through the Ages.*
* Žantovský, M. (2014) *Havel: A Life.*

**Recommended materials**

* Brooks, D. (2015) *The Road to Character.* New York: Random House.
* Ciulla, J. (2014) *Ethics, the Heart of Leadership* (3rd Ed) ABC-CLIO.
* Gardener, H. (1995) *Leading Minds: An Anatomy of Leadership.* Haper Collins.
* Grint, Jones & Holt (2017) “What is leadership? Person, Result, Position, Purpose or Process, or All or None of These?” in John Storey, Jean Hartley, Jean-Louis Denis, Paul Hart and Dave Ulrich (eds) *The Routledge Companion to Leadership.*
* Heifetz, R. (1994) *Leadership Without Easy Answers*. Harvard University Press.

1. **Teaching methodology**

The quality of this course will depend upon student’s active engagement as it will be highly interactive, reflective and experiential. Leadership is best learned in the combination of action and reflection and the constant effort to make vital connections between them. Even though we are focused mostly on historical leaders, we will make their legacies come alive through academic inquiry, symbolic spaces, guest speakers, and our discussions about what they wrote, what they spoke, and what they did in collaboration with others. Understanding moral leadership over the arc of someone’s life requires us to “get close” to these individuals by studying the specific moments that brought challenge, confusion or controversy and what we can learn from the way they engaged and inspired others in these moments.

The framework for this course is grounded in both ethical theories (e.g. deontological ethics) applied to the leader-follower relationship, and theories of leadership ethics (e.g. transforming leadership). We will be reading biographical material together with leadership scholarship, which may raise new questions and challenges in the practice of good leadership. One assumption that we draw from is that biographical analysis has more to offer leadership theory than the other way around (Ciulla, 2014). So our endgame is better and deeper inquiry into ethics as the heart of leadership.

1. **Course Schedule**

|  |  |
| --- | --- |
| **Date** | **Class Agenda** |
| Session 1  January 30 | **Topic:** The Challenge of Ethical Leadership  **Description:** We begin this course with a case study from which to draw out some challenges involved in good leadership. This will set the tone for the framework of this course, which includes the intersection of learning from history, sociology and philosophical ethics—the lived experiences of leaders and their followers within historical, social, and cultural contexts. Also to include a short introduction to the field of leadership ethics.  **Assignments/deadlines:**   * Read this syllabus |
| Session 2  February 6 | **Topic:** Charismatic Leadership and the centrality of trust: Angela Merkel  **Description:** We explore and critique sociologist Max Weber’s view of the charismatic leader in this session.We are inspired or magnetically drawn to certain figures and the Western obsession with heroes is a powerful myth many grow up with. When we talk about leadership we often talk about people with a vision they want to impart to others. Yet, is charisma a helpful notion when it comes to understanding the emotional relationship that is at the heart of leadership? We consider in this session the dynamics of trust and the justification based on ability or virtue that can drive leaders and followers to unethical ends. In part, we do this by exploring the life and leadership of Angela Merkel, 16 years the Chancellor of Germany, noticing how contrary she is to the charismatic mold, but yet how effective and stable she was as a leader.  **Readings:**   * + - 1. Solomon, “The Myth of Charisma” from Ciulla *The Ethics of Leadership*       2. Angela Merkel, Chancellor of Germany ch. 11 in Howell & Wanasika (2019) Snapshots of Great Leadership.       3. Weber, “Legitimate Authority and Charisma” from Ciulla *The Ethics of Leadership*   **Assignments/deadlines:**   * Critical reading questions on NEO (post 2 according to the criteria shared in class) |
| February 13  NO MEETING | **[NO CLASS MEETING; WRITTEN ASSIGNMENT]**  **Reading:**   1. Ciulla, “Habits and Virtues: Does It Matter if a Leader Kicks a Dog?” from Rivista Internazionale di Filosofia e Psicologia, 5 (3). |
| Session 3  February 20 | **Topic:** Ethics and Effectiveness: Steve Jobs and Self-Control  **Description:** Jobs was a brilliant person and innovator but the record is not so good in terms of how he treated people. On the other hand, Jobs espoused the discipline of simplicity and self-control of Zen Buddhism, to which he ascribed throughout his career. Self-control is the virtue that keeps the other virtues grounded as it implies a long-term perspective and patience towards others and one’s work. Yet his biographer, Walter Issacson explains that Jobs often treated his employees as means to an end. We will consider here Immanuel Kant’s deontological ethics and apply it to Job’s leadership as well as our own.  **Reading:**   * Price, ch. 2 “Reason and Amoralism” in *Leadership Ethics: An Introduction* * Isaacson, “The Reality Distortion Field” from *Steve Jobs*   **Assignments/deadlines:**   * Virtue Ethics Reaction Paper due * Critical reading questions on NEO * Discussion leadership #1 |
| Session 4  February 27 | **Topic:** Transforming Leadership and Wisdom: Queen Elizabeth I  **Description:** Among the modern leadership theories that does taken into account the morality of leadership, political scientist James MacGregor Burn’s classic theory of Transforming Leadership positions the leadership relationship not only as reciprocal but as elevating morally. Relying on social scientists like Abraham Maslow and Lawrence Kohlberg, leadership for Burns is about rising above the rhetoric, conflict and nastiness of human relationships in the pursuit of social reform. In this session we will be joined by historian, Dr. Gerald Power of AAU who is currently teaching a course on Elizabeth I and will have dialogue with us about her life and times, and lessons about moral leadership.  **Reading:**   1. Burns, “The Structure of Moral Leadership”, in *Leadership*. 2. Read Sprott, “Lessons from Elizabeth” at <https://kyliesprott.com/top-10-leadership-lessons/>   **Assignments/deadlines:**   * Critical reading questions on NEO * Discussion leadership #2 |
| Session 5  March 6 | **Topic:** Ubuntu and Magnanimity: Nelson Mandela  **Description:** Ubuntu in South African culture is the concept that means “my selfhood is contingent upon your selfhood: I am well *if* you are well.” It is a unique contrast to the Western cannon of virtues that tend toward individualism and cognitive principles. Magnanimity implies a kind of generosity especially towards rivals, and a prudence in moving forward in relationship with those formally alienated. This was certainly needed after Apartheid ended and Mandela was one who led the way, but also built the capacity of his black and white countrymen, “the rainbow nation”, to build the country’s future together.  **Reading:**   1. Boehmer, “Mandela’s Ethical Legacy” from *Nelson Mandela: A Very Short Introduction*. 2. Watch: “Nelson Mandela, Anti-Apartheid Activist and World Leader” at[**https://www.youtube.com/watch?v=PyfOrbO0xf4**](https://www.youtube.com/watch?v=PyfOrbO0xf4) 3. Irwin, “Magnanimity as Generosity” pgs. 1-6 (excerpt) from *Measures of Greatness*.   **Assignments/deadlines:**   * Critical reading questions on NEO * Discussion leadership #3 |
| Session 6  March 13 | **Topic:** Courage, Followership and Strategy: Delores Huerta & Caesar Chavez  **Description:** Delores Huerta was a somewhat overlooked and vital leader in  the Farm workers movement in California in the 20th Century. Along with Caesar Chavez, she led a small group of dedicated Mexican-Americans who worked strategically for impoverished worker communities launching a movement for labor rights among powerful growers and state government. We will watch a recent documentary called *Delores,* which captures her dedication and sacrifice but more importantly her practice of the virtue of courage.  **Reading:**   1. Ganz, “Introduction: How David Beat Goliath” in *Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement* 2. Chaleff: Ch. 4 “The Courage to Challenge” in *The Courageous Follower: Standing Up to and For Our Leaders*   **Assignments/deadlines:**   * Critical reading questions on NEO * Discussion leadership #4 |
| Session 7  March 20 | **Topic:** Bad Leadership: Sepp Blatter  **Description:** Sepp Blatter was the President of Fédération Internationale de Football Association (FIFA) for 17 years brought down by scandal and corruption charges. Though we have been studying good leaders for the most part, it is instructive to draw lessons from bad leaders—whether corrupt or incompetent or lacking in self-awareness of their weaknesses. Barbara Kellerman’s book *Bad Leadership* offers some insights into why bad leadership happens and how we can avoid it.  **Reading:**   1. Kellerman, “How Bad Leadership Happens” in *Leader to Leader*. Executive Forum. 2. “Sepp Blatter: Past President of FIFA”. In ch. 33 Howell & Wanasika (2019) *Snapshots of Great Leadership*.   **Assignments/deadlines:**   * Critical reading questions on NEO * Midterm test |
| March 27 | **Mid-term break: Enjoy!** |
| Session 9  April 3 | **Topic:** Justice and Leadership: Leymah Gbowee  **Description:** Leymah Gbowee is a Liberian social worker who led a women’s movement for peace during a civil war between the Liberian government under the dictator Charles Taylor and warlords in Sierra Leone. Her nonviolent struggle brought together Christian and Muslim women from the refugee camps who succeeded in forging a peace deal, the exile of Charles Taylor, and election of the first female African president. We will examine her tactics and how she practiced justice in the midst of bloodshed and crisis.  **Reading:**   1. “Leymah Gbowee: Liberian Leader of Women in Peacebuilding Network”, ch 25 in Howell & Wanasika (2019) *Snapshots of Great Leadership*. 2. Price, ch. 5 “Permission and Consent” from *Leadership Ethics: An Introduction*.   **Assignments/deadlines:**   * Critical reading questions on NEO * Discussion leadership #5 |
| Session 10  April 10 | **Topic:** Responsible Leadership: Indra Nooyi  **Description:** As CEO of PepsiCo, Indian-born Indra Nooyi introduced social responsibility into her multinational corporation in a way few have done before. Some say the purpose of business is simply to maximize profits, some say the balance of profits and social responsibility, but Nooyi found ways to take a soft drink company and make it responsive to a health and environmental crisis. We will discuss how she accomplished this and why in a competitive business environment.  **Reading:**   1. “Indra Nooyi: CEO of PepsiCo,” ch. 21 in Howell & Wanasika (2019) *Snapshots of Great Leadership*. 2. Listen to: “Indra Nooyi Says Its Time for Leaders to Care” Worklife podcast: <https://open.spotify.com/episode/0bfOQJ4FbiPxttthfrRtJS> 3. Grow, Hamm & Lee, “The Debate Over Doing Good” in Ciulla, *Honest Work: A Business Ethics Reader*   **Assignments/deadlines:**   * Critical reading questions on NEO * Discussion leadership #6 |
| Session 11  April 17 | **Topic:** The Ethics of Hope: Václav Havel  **Description:** We will discuss the life of Václav Havel as a playwright, community-builder, founder of Charter 77, failure and imprisonment, intellectual influences, and Civic Forum facilitator and moral force. He was nicknamed “The Carbon” because of his ability to bond people together for a common purpose, but he also challenged his countrymen to take responsibility and shoulder the work of recovery from 40 years of a repressive communist system. We will discuss the theological virtue of hope in the context of spiritual leadership in the dissident actions of Havel that brought him into the Presidency of the Czech Republic.  **Reading:**   1. Hayden, (2024) “Leadership and the Ethics of Hope: Lessons from Charter 77 Human Rights in Czechoslovakia” in *Leadership*.   **Assignments/deadlines:**   * Critical reading questions on NEO * Discussion leadership #7 * Ethics Application Project due |
| Session 12  April 24 | **Topic:** Faith and Leadership: Dietrich Bonhoeffer  **Description:** German pastor and professor, Dietrich Bonhoeffer is considered one of Europe’s all-time greatest theological thinkers, but he was more than that. A life-long pacifist, he became involved in a plot during WWII to assassinate Adolf Hitler and resisted Nazism in underground communities during the war. He was one of the few to protest the German church’s (Catholic and protestant) capitulation to Hitler’s regime. He has been called a “prophet” and a “martyr” for his life work and imprisonment and execution weeks before the war ended.  **Reading:**   1. Brueggeman (2011) “Prophetic Leadership: Engagement in Counter-Imagination” *Journal of Religious Leadership*. 2. Schlingensiepen (2012). Ch. 5 “The Year 1933” in *Dietrich Bonhoeffer 1906-1945 : Martyr, thinker, man of resistance*.   **Assignments/deadlines:**   * Critical reading questions on NEO * Discussion leadership #8 * Evaluative Framework for Comparative Leadership Analysis due |
| May 1 and May 8 | **State Holidays** |
| Session 13  May 15 | **Topic:** Compassionate Leadership: Jacinda Ardern  **Description:** As the youngest prime minister in New Zealand’s history, Jacinda Ardern could be seen as an example of a new paradigm of leadership in government. She faced several crises including a terrorist attack on a NZ mosque and COVID-19. Leading right up to her resignation as Prime Minister, Ardern also faced misogynistic assertions of her opponents, as well as the media, as she sought to address some of the most difficult issues facing any government. We will discuss the ethics of compassion in public leadership in this session.  **Reading:**   1. *Simpson et. al. (2022) “*Theorizing compassionate leadership from the case of Jacinda Ardern: Legitimacy, paradox and resource conservation*.*”   **Assignments/deadlines:**   * Critical reading questions on NEO * Discussion leadership #9 |
| Session 14  May 20 | **Topic:** Ethics and Leadership: The lessons from experience  **Description:** Students will share their insights from their comparative ethical leadership analysis research papers. We will draw out some commonalities and students will be asked to write in class about the dominant themes about ethics and leadership that they have observed across the leaders we have studied.  **Reading:**   1. (Optional) Gardner, “Lessons from the past, implications for the future” from *Leading Minds*   **Assignments/deadlines:**   * **Comparative Leadership Analysis Paper due** |

**6. Course Requirements and Assessment (with estimated workloads)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** | **Workload (average)** | **Weight in Final Grade** | **Evaluated Course Specific Learning Outcomes** (see list above) | **Evaluated Institutional Learning Outcomes\*** |
| Attendance and Participation/ weekly questions | 38 | 15% | 2, 3, 5, 6 | 1, 2 |
| Virtue Ethics Reaction Paper | 10 | 15% | 1,5 | 1,2 |
| Discussion Leadership | 30 | 20% | 1, 2, 4 | 1, 3 |
| Midterm Exam | 18 | 15% | 2,5,6,8 | 1 |
| Comparative Leadership Analysis (Research Paper) | 40 | 25% | 5, 7 | 1, 2 |
| Ethics Application Project | 14 | 10% | 3, 6, 8 | 2, 3 |
| **TOTAL** | **150** | **100%** |  |  |

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

**7. Detailed description of the assignments**

1. **Class participation and attendance** (20% of your grade)

Attendance and participation include your weekly questions that go with the reading, putting cell phones away (not on the table), and being on-time for class. Your participation grade will depend, in large part, on your active participation each class per the areas below.

**Outside of class:**

* Each week, ***you are expected to complete the reading assignments before class and submit at least two (2) critical questions on NEO.*** These questions can be for clarification, synthesizing reading together, applying examples/case studies to concepts, etc. These should be discussion-based questions and not simply factual.
* Optional: include a talking point- one aspect of the reading you’d like to explore in more depth.

**In-class:**

The following are some general expectations for class participation that are inspired by the approach of Aristotle virtue ethics and the “golden mean”. An ideal—this is, virtuous student, will substantively improve the learning of the group by doing some or all of the following:

1. **Curiosity:** Ask questions that uncover confusion or contradiction, probe the depths of an idea, or appropriately apply concepts from the texts to the real world.
   * The excessive student will ask too many questions or frequently interrupt the flow of the conversation.  An excessive student might dominate the conversation to take it in a direction that is more about personal interest than improving learning in the group.
   * The deficient student will not add to the group, will be reluctant to share his or her own confusion, questions, or insights.  If the class were to be dominated by deficient students, then the class’s learning would depend on the performance of the authority figures only, rather than on collective learning.
2. **Collaboration:** In small groups, the virtuous student would help the group learn by keeping on task, exploring new ideas, listening, and appropriately adding their own questions and insights.
   * The excessive student will dominate the small group with his or her own agenda, not listen deeply to the ideas of others, consider his or her own needs and not the needs of the group to learn collectively.
   * The deficient student will not actively participate, will allow others to take charge and lead the way, will not offer insights to further the learning of the group.
3. **Contribution:** The virtuous student would come to class not only having done the reading but having given it thought.  The virtuous student is willing to express confusion and questions and offer theories of explanation.
   * The excessive student might read the texts only to show off his or her learning.  The excessive student might hijack the conversation by only wanting to discuss the reading that most spoke to him or her.
   * The deficient student would not have done the reading or have done it sparingly or without thoughtfulness.  The deficient student would have trouble adding to the learning of the group because they have no knowledge of the shared texts.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Attendance in class (4 or less absences)\* | 20% |
| Critical reading questions (each class) | 40% |
| Active participation in class/ good curiosity, collaboration and contribution | 40% |

\*See policy on excessive absences below

1. **Virtue Ethics Reaction Paper:** Students will read the article by leadership ethicist Joanne Ciulla (2014) entitled, “Habits and Virtues: Does It Matter if a Leader Kicks a Dog?” and compose a responsive essay that involves some personal reflection and observation. This written assignment will be completed instead of meeting for class on what would be the third meeting of class. Virtue ethics will drive much of the conversation of leadership and ethics from here on out and it is important to have a thoughtful grounding and some reflection to begin.

**Assessment Breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Evidence of understanding Ciulla’s main argument | 20% |
| Includes specific references to article and examples used | 20% |
| Answers questions directly and paper is well-structured | 20% |
| Comprehensiveness: does the framework fully represent the concept (virtue ethics and leadership)? | 20% |
| Depth of personal reflection including examples and observations from one’s life. | 20% |

1. **Discussion leadership:** You will be leading a 30 minute discussion and/or activity on a reading one class period. You will select your priorities in terms of the topics you are interested in and then you will be assigned to a particular class period. Each leader will *meet with the professor* prior to their discussion date for guidance on their topic. Each person is expected to create a discussion plan built around a learning model for their facilitation and dialogue. Discussions are to include three elements: activity, analysis and application and are to last 30 minutes. These will be explained in greater detail early in the semester. Students will be evaluated on the quality of preparation/facilitation both by the professors and by their peers.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Thoughtful incorporation of all the readings | 20% |
| Well-planned discussion, new learning resources added | 20% |
| Generates an engaged discussion about the readings, their implications, and applications of the lesson | 20% |
| Helps classmates understand and apply subject matter | 20% |

1. **Midterm exam:** This exam will cover the first half of class and involve some short answer and essay questions written during class time. This will test your knowledge and assessment of the readings thus far.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Evidence of careful reading & comprehension | 50% |
| Application of leadership ethics concepts and people discussed | 50% |

1. **Comparative Leadership Analysis Paper:** You will choose a leader to study outside of the leaders we are discussing in the class and compare them to one of the leaders we have studied/ will study in class. The research you will do will mostly be historical from primary and secondary source documents about the leader or significant events in his/her life (accounts, speeches, news articles, in addition to a biography. Your main task will be to develop a set of themes or concepts using a conceptual framework from the reading (or outside reading), which will set the criteria from which to compare. In addition, you will need to draw upon historical and cultural contextual frameworks to situate and evaluate your chosen leader in his/her environment. The length should be at least 8 pages double-spaced and must be documented in the APA style (7th Ed.).

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Well-chosen speech, writing, or other resource for analysis | 20% |
| Considers contextual dynamics that impacted the leader and followers | 20% |
| Well thought out comparison between would-be leaders, their approach and the ethical issues at play | 20% |
| Draws clear conclusions about leadership through the comparison. | 20% |

1. **Ethics Application Project:** It is not enough to study leadership and historical leaders, however detailed, we must reflect on ethics and how they show up in our lives. This project will ask students to reflect on their experience of leadership- either from a follower or participant standpoint or from the standpoint of one who led a group or organization, or project formally or informally. Students will apply an ethical concept/ virtue in their own lives using 3 or more readings from class. Although this will be a written assignment, it will be unconventional and students will be directed in terms of what they can creatively include in their project.

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Follows assignment instructions in a detailed fashion and addresses the assignment appropriately. | 25% |
| Examines the role of leaders and followers within the event/ series of events or initiative. | 25% |
| Evidence of detailed and critical reading of assigned readings which he/she/they incorporate into the assignment. | 25% |
| Raises three or more thoughtful questions that are clearly influenced by the analysis and good understanding of the situation. | 25% |

**General Requirements and School Policies**

## General requirements

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

## Electronic communication and submission

The university and instructors shall only use students’ university email address for communication, with additional communication via NEO LMS or Microsoft Teams.

Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, “COM101-1 Mid-term Exam. Question”.

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

## Attendance

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of “FW” (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

## Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

## Late work: No late submissions will be accepted – please follow the deadlines.

## Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

## Use of Artificial Intelligence and Academic Tutoring Center

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above). AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance.A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author’s work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited.If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: http://atc.simplybook.me/sheduler/manage/event/1/.

## Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

## Grading Scale

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Percentage\*** | **Description** |
| A | 95–100 | **Excellent performance**. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject. |
| A– | 90–94 |
| B+ | 87–89 | **Good performance**. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort. |
| B | 83–86 |
| B– | 80–82 |
| C+ | 77–79 | **Fair performance**. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work. |
| C | 73–76 |
| C– | 70–72 |
| D+ | 65–69 | **Poor**. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives. |
| D | 60–64 |
| F | 0–59 | **Fail**. The student has not succeeded in mastering the subject matter covered in the course. |

\* Decimals should be rounded to the nearest whole number.