Description: Examination of knowledge and argumentation as they pertain to leadership. Analysis of scientific methodology and logic, language and interpretation, and their influence on the study and practice of leadership.

Welcome to the Jepson Philanthropy Institute. In this program we will form a consulting group (JPI) to develop assessments of charitable organizations. Our goal is to assess the ethics and effectiveness of institutions that aim to promote altruistic causes, with a particular focus on leadership and management.

To this end, each consultant will write a detailed assessment of a nonprofit organization and that assessment will go through a peer review process with two reviewers. Consultants are encouraged to see themselves as members of a community of researchers, so the group will ultimately post these assessments online so that other researchers can access and respond to them.

The JPI will also collectively research and evaluate four philanthropic endeavors—the Millennium Villages, GiveDirectly, the Future of Humanity Institute, and the University of Richmond. As we research each cause, we will learn about scientific methodology, rhetoric and persuasion, systems theory and accountability, institutional design, argumentation, ethics, and cognitive bias. JPI consultants will then implement these lessons by developing a management strategy for the group and choosing a procedure for deciding where to donate a cash grant.

Objectives:

The purpose of this course is to give each student the skills that are necessary to succeed in advanced Jepson classes. Students in this class will develop three skills: charitable reading, critical thinking, and clear writing. First students will learn how to read an argument and identify the best version of its thesis, and then to reconstruct an even better argument for that thesis. Second, students will learn some basic logic that will help them to evaluate and construct arguments of their own. Third, students will learn how to write and revise papers that contain arguments. We will also learn about different ways of
reasoning, cognitive biases and failures of individual and collective reasoning, and the unique challenges of reasoning as a leader or a follower.

Grade Rubric:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Assignment 1: Identifying Arguments</td>
<td>5%</td>
<td>January 23</td>
</tr>
<tr>
<td>Assignment 2: Fallacy Detection</td>
<td>5%</td>
<td>January 30</td>
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<td>Assignment 3: Truth Values</td>
<td>5%</td>
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<td>Assignment 4: Validity Checks</td>
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<td>February 6</td>
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<td>Assignment 5: Thesis and Outline Meeting</td>
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<td>February 20</td>
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<td>Assignment 6: Take home quiz</td>
<td>5%</td>
<td>February 27</td>
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<td>Assignment 7: Rough Drafts</td>
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<td>March 5</td>
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<td>Assignment 8: Reviewer Report (500-1000 words)</td>
<td>10%</td>
<td>March 28</td>
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<tr>
<td>Quiz</td>
<td>5%</td>
<td>April 9</td>
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<tr>
<td>Assignment 9: Ethics Evaluation (2000-3000 words) and executive summary (500 words)</td>
<td>30%</td>
<td>Final Exam Day</td>
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<tr>
<td>Assignment 10: Effectiveness Evaluation (1500-2000 words)</td>
<td>20%</td>
<td>Final Exam Day</td>
</tr>
<tr>
<td>Participation and Attendance</td>
<td>10%</td>
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All grades are entered as numbers. The number values of final letter grades are:

- A+ 100-97
- A 96.99-94
- A- 93.99-90
- B+ 89.99-87
- B 86.99-84
- B- 83.99-80
- C+ 79.99-77
- C 77.99-74
- C- 73.99-70
- D+ 69.99-67
- D 66.99-63

Please submit your assignments by email in .doc or .docx formats. I will write comments using the commenting function in Word and email them back to you with grades.

**Due Dates:** Assignments must be in my inbox by 11:59 pm on their due dates. You will get a confirmation from me within 24 hours to verify that I received it. Each assignment will be marked down by 1/3 of a letter grade for every late day.

**Participation**
Your participation grade is based on how well you contributed to class discussion and how often you attended class. I have posted participation guidelines on blackboard to give you a rough sense of the standards for each grade. If you miss a class or fail to participate in a class, you may send a 300-word participation response, which will decrease the effect of your failure to participate on your grade.
Readings

PART 1: CRITICAL THINKING SKILLS

Week 1- The Basics
January 13-Ethics and Effectiveness
  Singer- Famine Affluence and Morality
  or Singer- TED talk on effective altruism
Objectives: Overview of the class, discussion of JPI, introduction to argumentation

January 15- Bullshit
  Frankfurt- On Bullshit
  Schafer Landau: Eleven Arguments Against Moral Objectivity
Objectives: Discussion of truth and objectivity, Bullshit Olympics, Discussion of Falsification, continued discussion of objectivity; what is a reason? What is a thesis?

Week 2- An Introduction to Reasoning
January 20- (CK) Good and Bad Reasoning (1-27)
  (CK) Fallacious Reasoning—1 (51-69)
Objectives: Premises and conclusions; how to construct arguments with words, deductive vs. inductive reasoning, soundness and validity, common problems with premises (e.g. question-begging, appeal to authority, suppressed evidence, tokenism, suppressed information.)

January 22- No Class Today :'(
  Singer- Famine Affluence and Morality
  Or Singer TED talk on effective altruism (whichever you missed)
Assignment 1: Do the exercise posted on blackboard, Due January 23

Week 3- Evaluating Arguments
January 27- Bad Arguments
  (CK) Fallacious Reasoning— 2 (77-95)
Objectives: What makes a fallacy? Is slippery slope always a fallacy? Composition and division, the ‘wrong kind of reason’ problem for moral reasoning, when is it valid to use metaphor and analogy in argumentation?

January 29-
  (CK) Fallacious Reasoning— 3 (97-115)
Objectives: A quick review of statistical terms, correlation vs. causation, systematic errors, small samples, biased samples, discussion of democracy and polling, reading graphs and info graphics
Assignment 2: Do the exercises posted on blackboard, Due January 30.

Week 4- Fun with Logic!
February 3- Logical Connectives
  Vaughn- Propositional Logic 218-231
Objectives: Learning how to translate complex ideas into simpler statements; Knights and Knaves; Conjunction, Disjunction, Negation, Conditional, “Only If” and “Unless”; Paradoxes of language and translation; A brief Introduction to truth tables.

Assignment 3: Do the exercises posted on blackboard, Due February 4.

February 5- Checking for Validity

Vaughn- Propositional Logic 231-235

Objectives: Modus Ponens, Modus Tollens, Hypothetical Syllogism, and Disjunctive Syllogism; The structure of a dilemma, common invalid arguments; Showing how truth tables can help to establish validity for complex arguments

Assignment 4: Do the exercises posted on blackboard. Due February 6.

PART TWO: JEPSON PHILANTHROPY INSTITUE

Week 5- Evidence-Based Philanthropy

February 10- Ethics and Effectiveness

Schmidt- Cost-Benefit Analysis

Website Review: GiveWell, Giving What We Can, and The Life You Can Save

Objectives: Review arguments for moral objectivity and reasons for effective altruism, discuss the nature of charity evaluators, Cost-Benefit Analysis, Discount rates, Value Pluralism

Millennium Villages

February 12- Sustainable and Integrated Development

Pogge- Eradicating Systemic Poverty: Brief for a Global Resources Dividend

Millennium Village Folder Contents

Objectives: Introduction to arguments in favor of global giving, introduce millennium villages, discussions of duty vs. beneficence and property rights

Assignment 5: It’s time to start your essays! Choose a non-profit or otherwise altruistic organization. Your goal is to write a comprehensive assessment of the ethics and effectiveness of that organization. Before you begin you must:
1. Write 200-300 words about the organization, its mission, structure, and history.
2. Write a thesis statement (one sentence) that states whether the charity’s goals are morally justified and why.
3. Write an argument for your thesis in P-C form.
4. Sign up for a meeting and bring (1-3). There, we will discuss your essay
5. Email me your outline after our meeting. If you do not complete these steps then your final essay grade will automatically reduced by one full letter grade.

Due February 20

Week 6- Leadership and Global Development

February 17- System Failure

Millennium Village Simulation Project

Stop Trying to Save the World by Michael Hobbes

Does it take a village? by Paul Starobin
**Objectives:** Introduction to systems failure,

- **February 19- The Millennium Village Approach**
  - Munk- The Idealist (91-184)
  - *PODCAST: Nina Munk*
  - *PODCAST: Jeff Sachs*

**Objectives:** More on systems failure, personality and leadership, leadership failure, leadership ethics, and accountability, discussion of expertise and epistemic arguments against paternalism

**Outlines Due February 20**

**Week 7-** GiveDirectly

**February 24- The Experimental Approach**

- GiveDirectly Online Materials
- *What Makes Clinical Research in Developing Countries Ethical? The Benchmarks of Ethical Research* by Emmanuel et al
- *Social Experiments to Fight Poverty* by Ester Duflo

**Objectives:** Research Ethics, Consent, Randomized Trials, Very brief overview of regression, Instrumental Variables, Differences-in-Differences approaches, Research Design

**February 26- *"**,**,"** Snow Day *""**,**"*

- Assignment 6: See blackboard for a list of key concepts that we learned so far. Briefly describe each concept in your own words and give an example. Due February 27

**Week 8-** GiveDirectly

**March 3- The Benefits of Cash**

- Portfolios of the Poor
- Blattman and Niehaus *Show Them the Money: Why Giving Cash Helps Alleviate Poverty,* "*Foreign Affairs*," May/June 2014.
- Van Parjis *Basic Income for All*—Boston Review

**Objectives:** Moral Arguments against paternalism, The cash-transfer debate, more on research design, personal economics. What is Benchmarking?

**March 5- Objections to GiveDirectly**

- Anderson: *Optional Freedoms*
- This American Life *Money for Nothing and Cows for Free* Give Directly? Not so Fast
- William MacAskill- *General Concerns about Give Directly*

**Objectives:** value pluralism, implicit values in scientific assessments, workfare, Q+A practice, how to respond to an argument
Assignment 7: Submit a rough draft of your assessments to peer review. If you do not complete this step you cannot join the peer review system and you will get a zero for that assignment. (Due March 6 at 11:59)

Week 9 - Spring Break
March 10 - Break
March 12 - Break

Week 10 - The Future of Humanity Institute

March 17 - Existential Risk and Future People
Future of Humanity Institute Online Materials
Bostrom-- Existential Risk Prevention as a Global Priority
Bostrom- The Reversal Test
Objectives: Introduction to status quo bias, heuristics, discount factors, more on expected utility calculations

March 19 - The Non-Identity Problem
Parfit- The Non-Identity Problem
Objectives: How philosophy can make you see problems in a new way, philosophical methodology, potential applications of the problem, solutions to the non-identity problem

The Future of Humanity (Promise and Catastrophe)
Week 11-
March 26 - Enhancement
Bostrom- The Fable of the Dragon Tyrant
Savulescu- Procreative Beneficence
Persson and Savulescu- Getting Moral Enhancement Right
Objectives: The role of metaphor and fables for persuasive writing, applications of the human enhancement debate, more on prediction, risk aversion, more on moral objectivity

March 28 - Catastrophe
Bostrom and Yudkowsky—The Ethics of Artificial Intelligence
Bostrom "Existential Risks Analyzing Human Extinction Scenarios and Related Hazards."
Objectives: Value theory, existential risk, brief discussion of philosophy of mind, brief discussion of moral epistemology

Assignment 8: Submit your reviewer report
The University of Richmond
Week 12 - Education
April 2 - The Value of Education
Anderson- Fair Opportunity in Education
The Age of Human Capital- Gary Becker
University of Richmond—Alumni and Development Materials

Objectives: Applied epistemology, Becker’s economics of life, media criticism and advertising and persuasion.

April 4- Skepticism about the Ethics and Effectiveness of Education
Brighouse and Swift- Putting Educational Equality in its Place
Benedikt- If You Send Your Kid To Private School, You Are a Bad Person
McArdle- Is it Evil to Send Your Kids to Private School?
Objectives: More applied epistemology, Positional Goods, Privilege

Week 13 - Private Education

April 7-Guest Speaker! Charles Clotfelter
Clotfelter- Who are the Alumni Donors? Giving by Two Generations of Alumni from Selective Colleges
Freedman- Are Universities Charities? Why The ‘Nonprofit Sector’ Needs To Go
Yglesias- Don’t Give Money to a Fancy College
Objectives: Discussion of moral motivation, empirical studies of economics and higher education and giving, selection vs. treatment effects, alumni materials revisited to continue discussion of advertising and persuasion

April 9- What’s the Point of College?
Academically Adrift
Gopnick- Why Teach English?
Armstrong and Hamilton- Paying for the Party, Introduction
Objectives: Sociological analysis, Case-studies and methodology, signaling models, treatment vs. selection effects
QUIZ TODAY!!!

PART THREE: REASONING TOGETHER

Week 14- Decisions
April 16- How Should We Decide?
Caplan- The Miracle of Aggregation
Pettit- Discursive Dilemma
Objectives: Decision theory, democratic theory

April 18- Deliberation Day!!

Week 15- Conclusions
April 23- Assessing the Philanthropy Institute
Buss—Needs, Projects and Reasons
Objectives: The role of ethics within the broader category of normativity/meaning in life

April 25- Assessing the Course
Huemer—Is Critical Thinking Epistemically Responsible?

Objectives: Critical thinking about critical thinking

Final Exam Day
Assignment 9: Revised Ethics Evaluation (30%)
Assignment 10: Revised Effectiveness Evaluation (20%)
SYLLABUS INSERTS

INSERT REGARDING ACADEMIC AND PERSONAL SUPPORT SERVICES

Hope N. Walton, Director Academic Skills Center

Below is a boxed statement that describes the services available from a myriad of resources. We recommend that you consider including this boxed statement in your course syllabus, on Blackboard, or perhaps on a separate handout. Of course, other support services that relate specifically to your course can also be added.

Staff members from the resources below are available for consultations about concerns related to students as well as issues related to services.

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([http://asc.richmond.edu](http://asc.richmond.edu), 289-8626 or 289-8956): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.

**Career Services** ([http://careerservices.richmond.edu/](http://careerservices.richmond.edu/) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

**Counseling and Psychological Services** ([http://caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Speech Center** ([http://speech.richmond.edu](http://speech.richmond.edu) or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

**Writing Center** ([http://writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Assist students with identifying and locating resources for class assignments,
research papers and other course projects. Librarians also assist students with questions about evaluating and citing sources. Students can email, text or IM a librarian, or schedule a personal research appointment to meet with a librarian in the first floor Research and Collaborative Study area.

Jepson School of Leadership Studies
Common Syllabus Insert

Awarding of Credit
To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.
http://registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
http://studentdevelopment.richmond.edu/disability-services/policies.html

Honor System
The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”
http://studentdevelopment.richmond.edu/honor/

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
http://registrar.richmond.edu/planning/religiousobs.html

Title IX insert

- Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate by contacting Kerry Albright Fankhauser, Deputy Title IX Coordinator and Associate Dean for Westhampton College at (804) 287-6646, or Dan Fabian, Deputy Title IX Coordinator and Associate Dean for Richmond College at (804) 289-8835 or Beth Simonds, Assistant Chief of Police, University Police, at (804) 829-8722.
• For more information see: http://studentdevelopment.richmond.edu/student-concerns/sexual-misconduct/reporting.html