



UNIVERSITY OF DELAWARE  
**HORN ENTREPRENEURSHIP**

## ENTR 367: ETHICS OF ENTREPRENEURSHIP

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*Student Hours:* Thur 1-3pm, VDC (E Del. Ave.) & [By Appointment](#) (In-Person or Virtual)

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### COURSE DESCRIPTION

What does it mean to be a good entrepreneur in an age of disruption, speed, and scale? This course explores the ethical challenges faced by founders and entrepreneurial teams—from exaggerating a pitch to misusing customer data or automating bias in AI. Blending traditional ethical frameworks (virtue ethics, consequentialism, deontology) with emerging insights from entrepreneurial practice and generative AI, we will examine what responsible innovation looks like. Students will explore how character is formed in startups, how to navigate power and pressure ethically in team dynamics, and how to develop their own virtue-infused decision-making philosophy as an aspiring founder. The course features team-based projects, reflective journaling with AI, and hands-on engagement with ethical tools, case studies, and technologies shaping our future.

### LEARNING OUTCOMES

In the spirit of University of Delaware and my commitment to educating the whole person, students in this course will learn to:

- **UNDERSTAND** multiple frameworks of ethical decision-making—such as consequentialism, deontology, and Aristotelian virtue ethics—by applying them in case studies, design sprints, and exemplars of poor entrepreneurial ethics;
- **DEVELOP** a working knowledge for applying, connecting, and synthesizing Large Language Models (LLMs) and Generative AI toward innovative endeavors and increased productivity.
- **APPLY** an integrative, hands-on experience of the responsibility of founders, to their teams, mission, and ethic, to lead with courage (*take calculated risk-taker*), honesty (*avoid defrauding others*), and intellectual humility (*cover for your weaknesses*).

## COURSE FORMAT

This course will have a seminar, cumulative format that is discussion-based. A substantive portion of your grade will be based on your participation and reflections. Hence, you will be required each week to participate in class discussion and complete a 3-2-1 written reflection. Three questions, two major points, and one novel, new idea based on weekly assigned material.

Due to the nature of the subject matter and significant focus on class participation, reflection, and interaction, it is imperative that we – a community of scholars – respect one another personally and professionally. As the instructor in this class, I seek to find constructive ways to lead students toward understanding more completely the implications of failing wisely and calculated risk taking for professional practice. It is however up to you to take the initiative. The degree to which you interact and engage with the course material may cultivate an intense, growth-oriented experience, and I invite each of you to join me in fostering an inclusive classroom community.

## REQUIRED TEXTS

- Edmonston, A. (2023). [\*Right Kind of Wrong: The Science of Failing Well\*](#). Simon. (Alternative option: [Audiobook](#))
- Tramezzino, M. (1557). [\*The Three Princes of Serendip\*](#). Venice.

## REQUIRED ASSESSMENTS

- Crossan et al.'s [Leader Character Wheel](#) – Positioning Self-Assessment

## RECOMMENDED TEXTS

- Scott, K. (2019) *Radical Candor*. St. Martin's Press.
- Selected Articles (see *Canvas modules*).

## AI POLICY

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools) on *select* assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: “Chat-GPT-3. (YYYY, Month DD of query). “Text of your query.” Generated using OpenAI. <https://chat.openai.com/>” Material generated using other tools should follow a similar citation convention.

If a tool is used in an assignment, students must also include a brief (2-3 sentences) description of how they used the tool e.g., what specific tool was used, what prompt and settings were used to generate material, and how that material was incorporated into the assignment.

## COURSE POLICIES

**Statement of Inclusivity and Gender Pronouns:** This course affirms people of all gender expressions, identities, and orientations. If you should be called by a different name than what

appears on the class roster, please let me know. Please also inform me of your correct gender pronoun, if any. I apologize in advance for any mispronunciations of names and/or misused pronouns and invite your concerted corrections.

At Lerner College of Business and Economics, we celebrate diversity, amplify voices, and promote understanding and belonging through open dialogue, impactful initiatives, and engaging programs. In [our classroom/insert course here], we value human diversity in all its richly complex and multi-faceted forms – expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities, and sexual orientations, learning and physical abilities, age, and social or economic classes. Should you encounter any concerns or issues, particularly related to inclusivity or discrimination, we encourage you to reach out to your professor, the Office of Equity and Inclusion, and/or the Dean of Students for support and resolution.

Discover more about our upcoming events by visiting the [LDC Events](#) page and take the step to pledge your commitment to diversity and inclusion by signing the [Lerner Promise](#). For more information and/or to volunteer, please contact Professor Anu Sivaraman ([anusiva@udel.edu](mailto:anusiva@udel.edu)).

**Academic Misconduct:** In this course, all students will be expected to abide by Community Standards & Conflict Resolution encapsulated in the following description of Academic Honesty:

*Students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work, and neither give nor receive unauthorized assistance.*

*When a student includes their name on a group assignment, that student is verifying the authenticity of the entire work. Therefore, it is important to know how others in the group obtained the material they contributed. If a violation of the Academic Honesty Policy is determined, all members of the group will share responsibility, unless the facts indicate otherwise. In cases where a student claims no knowledge of or involvement with dishonesty in group work, it will be the responsibility of that student to demonstrate this lack of knowledge and involvement.*

*Any violation of this standard must be reported to Community Standards & Conflict Resolution (CSCR). The faculty member, in consultation with a representative from CSCR, will decide under which option the incident is best filed and what specific academic penalty should be applied.*

### **Academic Integrity & Dishonesty**

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts

corrupts the educational process. Unless otherwise noted as a team assignment, students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at [sites.udel.edu/studentconduct/sgup/](https://sites.udel.edu/studentconduct/sgup/) Office of Student Conduct, 218 Hullihen Hall, (302) 831-2117. E-mail: [student-conduct@udel.edu](mailto:student-conduct@udel.edu)

## **Harassment and Discrimination**

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at [www.udel.edu/oei](http://www.udel.edu/oei) . You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at [www1.udel.edu/compliance](http://www1.udel.edu/compliance). You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: [sites.udel.edu/sexualmisconduct/how-to-report/](https://sites.udel.edu/sexualmisconduct/how-to-report/)

## **Faculty Statement on Disclosures of Instances of Sexual Misconduct**

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator.

For more information on Sexual Misconduct policies, where to get help, and reporting information, please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). At UD, we provide 24/7/365 crisis assistance and victim advocacy and counseling. Contact 302-831-1001 to get in touch with a sexual offense support advocate, as well as confidential and anonymous counseling services for other concerns.

## **Accommodations for Students with Disabilities**

Any student who thinks they may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. Students who have documentation of their need for accommodation should register via the SAM platform: [andes.accessiblelearning.com/UDEL/](https://andes.accessiblelearning.com/UDEL/). Reach DSS in the following ways: Phone: 302-831-4643, fax: 302-831-3261, [DSS website](#). Email: [dssoffice@udel.edu](mailto:dssoffice@udel.edu) or visit at 240 Academy Street, Alison Hall Suite 130. Note: During Covid-19 response call ahead to schedule an appointment to come to office.

## Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence. For inquiries or complaints related to non-discrimination policies, please contact: Office of Equity & Inclusion - [oei@udel.edu](mailto:oei@udel.edu), 305 Hullihen Hall Newark, DE 19716 (302) 831-8063.

## GRADING POLICY

Your final grade will be assessed based on the following components:

Assignment	Points
Class Participation	100
Conversational AI Journal (10)	100
Innovation in AI/ Tech. Presentation	40
Failing Wisely Case Study Paper	120
Venture Formation in Gaming Group Project	120
Your Philosophy of Virtue-Infused Decision-Making	120
<b>Total Points</b>	<b>600</b>

### Grading Scale

A 600-576	B+ 554-540	C+ 494-480	D+ 434-420	F Below 379
A- 575-555	B 539-515	C 479-455	D 419-400	
	B- 514-495	C- 454-435	D- 399-380	

You are responsible for the grade you earn in this class. The number of points you earn determines your grade. If at any time you would like to discuss your progress in the course, please feel free to contact me. A brief description of each assignment is provided below.

## ASSIGNMENTS

### Class Participation (16%)

#### A. Attendance (8%)

Your class attendance is required. If an absence cannot be avoided, please email me *at least* 36 hours in advance. You are allowed two unexcused absences for the semester. After that, your class participation grade will be marked down by 5 points for further unexcused absences. Excused absences are determined by signed and specific documentation (i.e., doctor, athletics, counselor, etc.).

#### B. Class Discussion (8%)

This course is designed for you to learn while genuinely engaging in classroom dialogue and discussing topics presented in class. The success of this design depends on your active participation in civil discourse, disagreement, and debate. I expect that you will participate as an active and productive member of the group process. You will need to have actively and constructively contributed to the class by sharing your ideas and emotions appropriately and communicating your personal as well as intellectual insights within and throughout assignments.

### Conversational AI Journaling (16%)

**DUE:** *After Thursday's class (10 total)*

This journaling practice will encourage you to use AI tools (e.g., ChatGPT, Notion AI, or similar) to augment your self-reflection on ethics, character-building, and team building. Through this reflective practice, you will:

1. Document key insights & experiences from class sessions and discussions.
2. Experiment with AI-generated prompts to analyze your learning journey.
3. Critically reflect on your mindset shifts in relation to game theory.

Each week, you will engage with an AI tool (e.g., Gemini, ChatGPT, Notion AI, or similar) to enhance your reflection on creativity and problem-solving in start-up formations. This assignment is **not about AI generating answers for you**—*instead*, it is about using AI as a thinking partner to challenge, refine, and expand your own ideas. Your final submission should not be a transcript of your AI interactions but a cohesive reflection that integrates AI-enhanced insights with your personal learning journey.

#### **RUBRIC:**

Reflections will be graded on a 0-10 scale. An “A” quality response builds on class materials and/or discussions by thoughtfully engaging your classmates’ posts, connecting it to a related issue, posing a deep question not addressed by the text, or applying it to specific content.

### **Innovation in AI/ Tech. Presentation (8%)**

**DUE:** *Various Dates by Sign-Up*

For this assignment, you will work solo to identify a current technological innovation in Artificial Intelligence (AI). The aim of this presentation is to share the most recent applications of AI that companies, start-ups, and/or individuals are exploring or implementing. You will prepare a 5-minute presentation to be given at the start of class. Please address the following in your profile presentation: (a) an analysis of the technological innovation, (b) the various way(s) individuals are employing it for good and/or ill, and (c) . Your presentation must be researched and based on textual and/or audio evidence from *at least* 1 primary sources and 2-3 secondary sources.

The main purpose of this presentation is to creatively integrate the three elements of the course: Ethical Decision-Making, Large Language Models, and Entrepreneurship. Your presentation should include no more than 5 slides with a reference slide.

- Title Slide – Name of innovation, your name, and a 1-line thesis;
- Innovation Overview – Brief description of the technology; who’s using it and how;
- Ethical Analysis – What dilemmas, risks, or virtues are relevant here? (Apply at least one ethical framework: utilitarianism, deontology, or virtue ethics)
- Your Take – What do you think? Should entrepreneurs embrace or be wary? What questions remain?

### **Failing Wisely Case Study Paper (20%)**

**DUE:** *by/before Week 8 / Revisions Welcomed*

For this assignment, you will identify the business faltering of an organization, start-up, and/or (co-)founder. Please address the following in this case study paper: (a) your analysis of the problem the organization or individual(s) sought to tackle, (b) how they went about solving it, and (c) argue for what factors, in your view, led to their failure (Example Case Study: [WeWork](#)).

The main purpose of this assignment is to integrate course material, the reading, character virtues, and your understanding of failing wisely by writing a 2-page double-spaced (*not including a reference list*) synthesis that combines the following:

- A short (1-paragraph) overview of the organization/individual(s);
- The problem at the center of the controversy;
- An argument for what decision(s) resulted in their failure supported by references; and
- An analysis of what character virtues were missing and/or might have assisted them.

### **Venture Formation in Games | Group Project (20%)**

**DUE:** *Varies; See Canvas Schedule.*

Entrepreneurship is not only about ideation—it’s about practicing ethical leadership under pressure. In this 8-week group project, your team will act as a founding startup team tasked with designing a sellable game concept targeted to a specific demographic. Your game must be original and demonstrate both creative insight and intentionality. That is, it should incorporate or "steal-honor-remix" successful elements of previous games (ie., boardgames, cards, or electronic platforms) embedded in gameplay (e.g., zero-sum versus non-zero-sum games).

But as with real startups, building something meaningful under time constraints and team dynamics won't come easy. Your team will encounter three live ethical dilemma “design sprints”—moments when your decisions will require not just creativity, but character.

These design sprints will draw from the three major ethical frameworks explored in this course—utilitarianism, deontology, and virtue ethics—and will invite your team to wrestle with real tension: Should you manipulate player behavior to win market share? Should you poach a talented but unhappy student from another team? Should you add a feature that sells well but undermines your values?

To successfully complete this project, your team’s final deliverable will include:

1. **Game Concept Presentation** – 10-minute pitch deck and oral presentation outlining the game idea, target market, and unique value proposition.
2. **Design Artifact** – A sample rulebook, visual prototype, or short gameplay demo (lo-fi prototyping encouraged).
3. **Team Reflection Log** – Each student will complete a brief (1-page, single-spaced) reflection on team dynamics, including what virtues were strengthened or challenged during the collaborative process.

### **Your Philosophy of Virtue-Infused Decision-Making (Process-Based Memo, Final Paper, or Mixed Media) (20%)**

**DUE:** *by/before Week 15*

Entrepreneurship doesn't just test your business savvy—it *also tests your character*. This final project asks you to integrate everything you've learned in the course into a personal and philosophical reflection on how you plan to lead, decide, and build ethically in your future endeavors.

You will develop your own Philosophy of Virtue-Infused Decision-Making, weaving together:

- Ethical frameworks (virtue ethics, deontology, utilitarianism);
- Insights from class discussions, readings, and design sprints;
- Reflections on *who you are becoming* as a leader and person;
- Responses to Clayton Christensen's Three Questions on purpose, relationships, and integrity.

You may choose the format: a process-based memo, a thoughtful essay, or an expressive mixed media project (e.g., video, podcast, digital art, story map). Regardless of the medium, the core expectation is depth, clarity, and personal honesty.

There are two parts to this assignment.

**PART I.** Before embarking, you will submit an overview of your final project. You choose which platform to use (i.e., Process-Based Memo, Final Paper, or Mixed Media). Included in your outline/overview should be a list of course references from within the course and outside that will undergird your critical and creative thinking.

**PART II.** Your final presentation will be graded by examining how well you explore the core concepts of ENTR 367.) Your final project will be graded on the following: Focus, Content, Organization, Citation, and Clarity (The formal rubric is provided in Canvas).

## Semester Schedule at a Glance

Here is a general overview of our schedule: the topics we will discuss and any relevant due dates. Specific assigned readings and resources will be listed in Canvas under the Modules section, which contains a module for each unit in the course. *Everything will be in Canvas. Always look there first if you are unsure what to do.*

MODULE		TUESDAY	THURSDAY	IMPORTANT DATES THIS WEEK
	WEEK 1	BUILDING OUR LEARNING COMMUNITY	HOW WILL YOU MEASURE YOUR LIFE? <i>(aka What Game are You Playing?)</i>	COMPLETE PRE-SURVEY INTRODUCE YOURSELF DUE
MODULE 1: ETHICAL & LLM FRAMEWORKS	WEEK 2	WHAT IS ETHICS, REALLY?	CASE STUDY: THERANOS, WEWORK, or FTX—WHAT WENT WRONG?	COMPLETE LEADER CHARACTER SELF-ASSESSMENT <i>(Upload Your Results)</i> CONVERSE. AI JOURNALING #1 DUE
	WEEK 3	HOW DO LLMs WORK?	WHAT IS THE TRAJECTORY OF AI?	CONVERSE. AI JOURNALING #2 DUE
	WEEK 4	HUMANS, START-UPS & AI	VENTURE FORMATION IN GAMES	CONVERSE. AI JOURNALING #3 DUE
MODULE 2: START-UP CHARACTER-BUILDING	WEEK 5	SHOULD CHARACTER MATTER IN BUSINESS?	GAME THEORY	CONVERSE. AI JOURNALING #4 DUE
	WEEK 6	E-DECISIONS #1 ( <i>MAKERS SPACE</i> )	CHANCE & SERENDIPITY IN VENTURING	CONVERSE. AI JOURNALING #5 DUE READ “The Three Princes of Serendip”
	WEEK 7	CREATIVITY & PLAY IN TEAMS	IS IT ETHICAL TO LIE TO INVESTORS IF IT BUYS YOU TIME?	

MODULE		TUESDAY	THURSDAY	IMPORTANT DATES THIS WEEK
	WEEK 8	E-DECISIONS #2	PRACTICING INTELLECTUAL HUMILITY in HIGH-STAKES PITCHES	FAILING WISELY PAPER DUE
MODULE 3: START-UP TEAM-BUILDING	WEEK 9	ETHICAL TEMPTATIONS in the START-UP LIFECYCLE	DOES HIGH-QUALITY CONVERSATIONS = PSYCHOLOGICAL SAFETY?	CONVERSE. AI JOURNALING #6 DUE
	WEEK 10	E-DECISIONS #3	HOW TO BUILD TRUST & TEAM CULTURE	CONVERSE. AI JOURNALING #7 DUE
	WEEK 11	PRACTICING THE SCIENCE OF FAILING WELL	WHOSE FAULT IS IT?	FINAL PROJECT OVERVIEW DUE CONVERSE. AI JOURNALING #8 DUE
	WEEK 12	CONFLICT RESOLUTION WITHOUT COMPROMISE	THRIVING AS A FALLIBLE HUMAN BEING	<i>LAST DAY TO DROP THE CLASS</i> CONVERSE. AI JOURNALING #9 DUE
MODULE 4: REFLECTION ON PROCESS	WEEK 13	OPEN TOPICS (MY IDENTITY)		VENTURE FORMATION IN GAMES PRESENTATION DUE
	WEEK 14	OPEN TOPICS (MY TEAM)		CONVERSE. AI JOURNALING #10 DUE
	WEEK 15	YOUR FINAL PROJECT DUE		