Leadership Ethics
LDST 450, Section 3
Fall 2011
Course Syllabus

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Phone: 287-6088
Office: Jepson Hall, Room 133
Office Hours: Open door and by appointment

COURSE DESCRIPTION

In this course, you will analyze and construct arguments about what actions are morally right, what goals are morally good, and what aspects of character are morally virtuous. In this respect, the course is similar to other endeavors in ethical inquiry in that it too seeks to answer the basic question: what matters morally? However, this question is made concrete in the exercise of leadership. General ethical problems take on a particular guise in leadership contexts. So this course is different from other courses in ethics in that it uses moral philosophy to address central issues in leadership studies. Our main goal will be to identify and understand the peculiar moral challenges faced by leaders.

We begin the course by framing traditional ethical questions in leadership contexts. Some examples are the following: Are leaders special? Do they have their own morality? What motivates them to lead? Does anything count morally aside from a leader’s self-interest—a leader’s wants, plans, and projects? Is it possible for leaders to act against self-interest if morality asks that they do so? Can morality and self-interest be reconciled? Is character the focus of the ethical analysis of leaders, or should we look instead to particular actions? If ethics is concerned primarily with the actions of leaders, should our assessments of their behavior consider the intentions behind the actions—what was willed—or the consequences in which leaders’ actions result? What should be the basis of a leader’s motivation? Do consequences other than pain and pleasure matter morally?

As we work through these questions, we will pay special attention to the moral psychology of leadership. Moral psychology is a subfield of ethics dedicated to the study of the relationships between belief, motivation, and action. In this class, we will use my book to consider a central component of the moral psychology of leadership is a belief about justification—namely, that leaders are sometimes justified in doing what others are not allowed to do. Indeed, if leaders have a convincing reason or set of reasons to behave in ways that are proscribed for the rest of

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1 What follows draws directly from Price, Leadership Ethics: An Introduction, 4-5.
us, then ethical leadership may be consistent with breaking the moral rules. We must therefore ask whether leaders are distinctive in their ability to meet demands for justification.

What reasons might leaders use to justify their behavior? There are several potential lines of justification, most of which are variations on the reasons any person might give for breaking rules that apply more generally to others. The morally relevant difference is that leaders who appeal to these reasons seem to be in a relatively better position to build a special case for rule-breaking behavior. Some plausible reasons include the following: he did it...

- because he has his own morality (moral relativism).
- because he does not care about morality (amoralism).
- because he could (egoism).
- because he is special (virtue ethics).
- because we said he could (social contract theory).
- because he had to (moral situationism).
- because he has special obligations to his group (communitarianism).
- because it was for a higher cause (cosmopolitanism).

Any of these reasons could be similarly applied by one of us in an attempt to justify our own behavior. What distinguishes an appeal to these reasons in the leadership context, however, is that the rule breaker’s standing as a leader generally gives (at least the impression of) greater substance to the justification. More so than the rest of us, leaders may well be in a position to develop a convincing argument based on one or more of these reasons.

One particular situation for ethical concern is the case in which leaders use their roles to justify sexual indiscretion. In an attempt to understand the moral psychology behind this kind of case, we will engage in a detailed examination of the John Edwards scandal and follow its legal developments throughout the semester.

This course is designed for rigorous discussion of the issues, which means that all participants bear an equal burden in the explaining, critiquing, and developing the ideas conveyed in the readings. To facilitate this process, each student will be asked to prepare two short essays on the readings and on the implications that these readings have for our understanding of moral leadership. I will regularly ask students in the class to speak from their own perspectives on the course material.

Please note that we begin and end on time and that students are expected to be in class for the entire class period. You may use computers in class, but you must first send me an email pledging that you will restrict your usage to the course-related activities of note-taking and accessing course readings. All other electronic devices must be turned off during class.
COURSE OBJECTIVES

- The student should develop an intellectually sophisticated view of the relationship between morality and self-interest and, in particular, of the ways in which this relationship is manifested in the exercise of leadership.
- The student should be able to catalog the strengths and weaknesses of competing theories of moral leadership.
- Drawing on philosophical ethics, the student should become a keen moral observer of leadership and, for example, recognize the justifications leaders give for exception making.
- The student should learn how to critique moral arguments and how to present moral arguments of his own.
- The student should be able to analyze past ethical problems from a broadened moral perspective and to address future ones with the mature use of moral imagination.
- The student should become cognizant both of the particular moral perils associated with the exercise of leadership and of the features of this process that give rise to these perils: the appeals to emotion, the utilization of power, the connection to the group, and the preoccupation with consequences.
- The student should be able to provide an ethically informed reading of leadership theory.

REQUIRED TEXTS


E-Reserve Readings, University of Richmond Library. [R]
REQUIREMENTS AND GRADING

Your final grade will be determined as follows:

1. Class Contribution 10%
2. Short Essays (2) 20% (2 x 10%)
3. Midterm Examination 15%
4. Term Paper 25%
5. Final Examination 30%

Attendance affects your class contribution grade. If you are absent, you will not be able to contribute to the class. Excessive absences will result in a failing grade for this assessment. Short essays critique, analyze, and develop the arguments in the readings for the assigned day. They should take the following form: 3 double-spaced, typed pages, consisting of at least 1000 words. Each student will write two essays and submit them to me via email by 7:00 p.m. on the evening before the relevant class. Failure to conform to these requirements will result in a loss of credit for your work.

The instructor takes deadlines and scheduled exams very seriously. In fairness to your classmates, any difficulties that arise should be brought to my attention as soon as possible before the deadline or scheduled exam. No late work will be accepted, unless accompanied by a completed and approved request form. The form can be found attached to this syllabus. It cannot be used for weekly essays. Please note that computer problems never constitute an acceptable excuse.

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2 The Jepson School supports the provisions of the Honor System as sanctioned by the School of Arts and Sciences. Every piece of written work must have the honor pledge and the student’s signature on it. The pledge is: “I pledge that I have neither given nor received unauthorized assistance during the completion of this work.” I reserve the right to refuse to accept any work submitted without the honor pledge.
Grading legend:

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<th>Grade</th>
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If you need accommodations for any of the assessments, please contact the instructor during the first week of classes.

**SCHEDULE (subject to change as the course progresses)**

**I. The Distinctive Challenge of Leadership Ethics**

**Tuesday, August 23**
Introduction: The Moral Psychology of Leadership

**Thursday, August 25**
Ludwig, Chapters 1-2

**Tuesday, August 30**
Ludwig, Chapters 2-3

**Thursday, September 1**
Ludwig, Chapter 5

**Tuesday, September 6**
Ludwig, Chapter 6
II. Egoism and the Exercise of Power

Thursday, September 8
   Ludwig, Chapters 8 & 9
   Plato, “Justice and the Leader”
   Price, Chapter 3, pp. 65-73

Tuesday, September 13
   Plato, “Ring of Gyges”
   Ludwig and Longenecker, “The Bathsheba Syndrome: The Ethical Failure of Successful Leaders”
   Price, Chapter 3, pp. 73-81

Thursday, September 15
   Rand, “Why Self-Interest Is Best”
   Price, Chapter 3, pp. 81-89

III. Kantian Leadership

Tuesday, September 20
   Kant, “Good Will, Duty, and the Categorical Imperative”
   Price, Chapter 2, pp. 38-43

Thursday, September 22
   Kant, “Good Will, Duty, and the Categorical Imperative”
   Price, Chapter 2, pp. 44-51

IV. Leadership and Necessity

Tuesday, September 27
   Machiavelli, “The Qualities of Princes”
   Price, Chapter 6, pp. 142-151

Thursday, September 29
   McCoy, “The Parable of the Sadhu”
   Price, Chapter 6, pp. 151-158

Tuesday, October 4
   MIDTERM EXAM

Thursday, October 6
   TBA

Friday, October 7 through Tuesday, October 11: Fall Break
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<th>V. Utilitarian Leadership</th>
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<td><strong>Thursday, October 13</strong></td>
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<td>Mill, “What Utilitarianism Is”</td>
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<td>Price, Chapter 8, pp. 192-201</td>
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| **Tuesday, October 18** |
| Peter Singer, “Famine, Affluence, and Morality” |
| Price, Chapter 8, pp. 201-204 |

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<th>VI. Virtue Ethics</th>
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<td><strong>Thursday, October 20</strong></td>
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<tr>
<td>Aristotle, “Virtue Ethics”</td>
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<td>Price, Chapter 4, pp. 93-116</td>
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| **Tuesday, October 25** |
| Franklin, Autobiography, Part II [R] |

| **Thursday, October 27** |
| TBA |

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<th>VII. Social Contract Theory</th>
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<td><strong>Tuesday, November 1</strong></td>
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<td>Hobbes, “Self-Interest and Human Nature”</td>
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<td>Price, Chapter 5, pp. 119-128</td>
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| **Thursday, November 3** |
| Hollander, “Leader Authority and Followership” and “Social Exchange in Leadership” [R] |

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<th>VIII. Psychopathology, Narcissism, and Sexual Deviance</th>
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<td><strong>Tuesday, November 8</strong></td>
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<td>Ludwig, Chapter 7</td>
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<td>Ronson, “Night of the Living Dead” [R]</td>
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| **Thursday, November 10** |
| Young, Acknowledgment, Prologue, Chapters 1-3 |
Tuesday, November 15
   Young, Chapters 4-6

Thursday, November 17
   Young, Chapters 7-10

Tuesday, November 22
   Young, Chapters 11-13, Epilogue

Wednesday, November 23
   ETHICAL ANALYSIS DUE (Thanksgiving break begins)

Tuesday, November 29
   TBA

Thursday, December 1
   Course Summary and Discussion

Friday, December 9, 2:00-5:00
   FINAL EXAM
REQUEST FOR EXTENSION/MAKE-UP

1. Today’s Date:

2. Original Assignment Date:

3. Reason for Extension/Make-up:

4. Proposed Due Date/Make-up Date:

5. Instructor Signature:

6. Your Signature:

Submit this form with the completed assignment (e.g., paper, make-up exam, etc.). This form will not be accepted if incomplete (e.g., if #5 is blank).