LEADERSHIP ETHICS
LDST 450, section 1
PROF. JOANNE B. CIULLA

MONDAY 3:00-5:40, JEPSON HALL 102
OFFICE: JEPSON 244
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Purpose
The purpose of this course is to examine the moral responsibilities of leadership in a variety of contexts. It brings together what students have learned in the leadership program about good leadership or leadership that is both ethical and effective. The course has the following objectives:

• To broaden students’ moral perspective and cultivate moral imagination
• To develop students’ ability to present and critique moral arguments
• To practice identifying and solving ethical problems
• To reflect on the moral challenges of leadership and power
• To serve as a capstone for leadership majors and minors

Course Description
Ethics is about good and evil, right and wrong, justice and injustice in individuals and in their relationships with people and all living things. In this course, we will learn about leadership by studying ethics. The course rests on the assumption that leadership is a subset of ethics rather than ethics a subset of leadership studies. We will examine the ethics of what leaders are, what they do, and how they do it. Students will assess the public and private morality of leaders, the moral obligations of leaders and followers, the ways in which leaders shape the moral environment of institutions, and the temptations of power. We will examine ethical issues related to leadership through case studies concerning leaders in a variety of contexts and cultures. The course looks at how leaders convey values through actions, language, and as role models. It aims to expand students’ moral point of view by first considering personal ethics, then moving on to look at leadership and the common good, and finishing with an examination of ethics in a global community. Since this is an applied ethics course, students will discuss and write case studies in which they will apply philosophic concepts of ethics to real problems and stories of real leaders.

Required Texts
Wole Soyinka, Death and the King’s Horseman (Norton Critical Editions, 1975).
Additional Readings: On Blackboard

Requirements
• 20% Application Paper due on or before Friday September 26 at 5:30PM
• 30% Exam November 11
• 20% Case Study due November 4 in class
• 5% Case Presentations November 25 or December 2
• 10% Synthesis Paper due November 18, in class
• 15% Class Participation
**Grading:** All grades are entered as numbers. There is no rounding up or down on final grades. Late papers will not accept be accepted, even if they are the result of a computer problem.

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**Participation** Participation is an important part of your grade. The best way to do it well is to know what the readings say. Exemplary participation consists of specific and insightful discussion of the readings, good questions concerning the readings, and your overall contribution to the class’s learning. It also includes integrity in the way you do your assignments; cooperating with your case partner, playing an equal role in writing and presenting your case study; adherence to class times, due dates, and other conditions and instructions laid out in this syllabus and the attached course assignments.

**Classroom Etiquette:** All electronic must be turned off at the beginning of class. Please do not get up and walk out during class – it is very inconsiderate and doing so may result in getting a zero for participation that day. There will be a break at 4:15, so unless you urgent physical problem, you should not need to leave the room during class. All of the above conditions will affect your participation grade.

**Attendance:** Lateness and unexcused absences will be deducted from your participation grade. Excused absences are illness, death in the family, and recognized religious holidays; whereas job interviews are not excused.

**Class Schedule:** Readings with the page numbers are from the textbook, the rest are on Blackboard.

**Part One: Ethics and Individuals**

**I. August 26, Introduction**

Course Description

**II. September 2, The Moral Challenges of Power and Self-Interest**

Why should a leader be ethical? How is ethics related to effective leadership? Do leaders have to be altruistic? Is leadership in one’s self-interest?

**Read:** Introductions, pp. xi-xv & pp.1-2


Ayn Rand, “Why Self-Interest is Best,” pp. 44-52


**III. September 9, Virtue and the Morality of Leaders**

What are the distinctive qualities of virtues? How do Aristotle’s ideas about ethics apply to situations in organizations? How do they apply to the way that we select and judge leaders? What do Buddha’s four noble truths tell us about the job of a leader? What are the dangers of success?
Read: Introduction pp. 53-54
Dean Ludwig & Clinton Longenecker, “The Bathsheba Syndrome: The Ethical Failures of Successful Leaders,” pp. 70-81
Case: Joanne B. Ciulla, “Sleazy or Stupid?” pp. 63-64

IV. September 16, The Duties of Leaders and Followers
What is a duty and how does it differ from a virtue? What are the various aspects of Kant’s “categorical imperative”? What is the problem of dirty hands?
Read: Introduction, pp. 93-94
Immanuel Kant, “Good Will, Duty, and the Categorical Imperative” pp. 94-109
Case: Joanne B. Ciulla, Case: “Is a Lie Always a Lie?” p. 118

Part Two. Ethics and Groups

V. September 23, Leaders and The Greatest Good
How does utilitarianism differ from ethical theories based on duty and virtue? What are the practical implications of this difference? To what extent is the greatest good part of a leader’s job description? How does the quality of happiness constrain the application of the utility principle? What are the key themes in Lao Tzu’s characterization of leadership?
Read: Introduction, pp. 141-142
Lao Tzu, Tao Te Ching, pp. 174-185
Case: Joanne B. Ciulla, “Prejudice or Preference?” p. 152

Case: Joanne B. Ciulla, “Corneas in the Congo,” p. 153

September 25, Michael Sandel Lecture

September 27 Application papers due on or before 5:30.

VI. September 30, The Morality of Followers
Should followers be held accountable for their leader’s actions or the bad morality of a society How are feelings related to moral reasoning? What kind of power do followers have over leaders? Is Eichmann responsible for “just following orders”?
Hannah Arendt, “The Accused and Duties of Law-Abiding Citizen,” pp. 119-123
Case: George Orwell, “Shooting an Elephant” (Blackboard)
Video Case: “The Trial of Adolph Eichmann”

Sunday October 6, 3:00-5:00
Guest Speaker: Ms. Clara Grossman, Auschwitz Survivor. *This is a required class.

Part Three: Ethics and the World

VII. October 7, Ethical Relativism
Are there standards of right and wrong that apply everywhere, regardless of cultural practice? How do we make ethical judgments in and about foreign cultures? What are our ethical obligations to people in other cultures? What moral principles apply to leaders and leadership everywhere?
Read: Introduction, pp. 229-231
Ruth Benedict, “Anthropology and the Abnormal,” pp. 231-239
Mary Midgley, “Trying Out One’s New Sword,” pp. 239-244
F.G. Bailey, “Values, Beliefs and Leadership,” pp. 244-253
Case: “Cannibalism Near and Far” from Tim Flannery (2000), Throwim Way Leg: Tree-Kangaroos, Possums, and Penis Gourds, Grove Press. (Blackboard)
Case: Joanne Ciulla, “The Oil Rig”

October 14-15 Fall Break

VIII. October 21 No Class

IX. October 28
Dr. Symphorien Ntibagirirwa, The Zuzana Simoniova Cmelikova Visiting International Scholar from Rawanda

X. November 4, Moral Power and Influence
What hallmarks of moral leadership and followership transcend time and culture? Does the US live up to the stipulations of the UN declaration of human rights? What is it about the nature of leaders and followers that make morality a powerful force?
Read: “Universal Declaration of Human Rights,” pp. 256-257
Anthony Appiah, “Global Villages” (Blackboard)
Mohandas Gandhi (1942), “Satyagraha,” (Blackboard)
*Case Studies Due at the beginning of class.*

XI. November 11
Exam

XII. November 18, Clashing Cultural Values
About Leaders and Followers
How do the different leaders and followers in this play see their roles? What does Pilkings assume about his values and the values of the Yorba? How do you sort out who is right and wrong in this play?

XIII. November 25, Case Presentations

XIV. December 2, Case Study Presentations

Assignments

1. Application Paper
In this 4-5 page (about 1100-1250 words) double-spaced paper, you will start by picking out a short news article about a leader involved in an issue that has ethical implications. Then write a discussion of the article from the point of view of Aristotle, Kant, and Mill. Pretend that each philosopher has just read the article and write using “I” as if each philosopher were discussing what he read. The philosophers do not have to disagree with each other, but they may each take a different approach to discussing the problem based on their ethical theories.

The paper should consist of a short introduction and headings for each of the three philosophers. The point of this assignment is to see if you understand these three ethical theories and if you are able to apply them. DO NOT paraphrase the philosophers. If you do, you will lose points. Put their ideas into your own words. Make sure that what they say is directly applied to the problem at hand, and not simply a restatement of their
theories. If you want to cite where you got an idea from in our text, simply put the page number in parentheses. You will get a separate grade for each philosopher. You may also write this as a dialogue. Please attach a copy of the article to your paper or the paper will not be accepted. Late papers will not be accepted. Papers are due on September 27 at or before 5:30 PM in my mailbox or my office. Do not email the paper.

2. Case Study (written in pairs)
In this course, case studies help us think about the moral obligations of leadership. When we analyze a case, we look at the reasoning of the characters involved in it and explore the options available to them. We can also use a case study to assess the moral character of the leader based on his or her goals, policies, or decisions. Sometimes cases challenge us to determine the culpability of leaders, followers and various groups of people, at other times cases focus on the moral obligations of followers. When you analyze a case, you take it apart and look at a situation in terms of moral beliefs, principles, and values. When you construct a case, you put the facts of a situation together so as to elicit a meaningful dialogue about ethical issues that are inherent in the case. This is a somewhat circular process of first doing research about a particular situation and the background of that situation, identifying the ethical issues, and then choosing the information necessary to write a case that will convey the complexity and ambiguity of the issue.

The key question that your paper should answer is a transcendental question: **What are the factors that made the problem and the behavior of the leaders and followers in your case possible?**

There is no shortage of stories about unethical behavior in the newspapers. You will pick a partner and write a 5000-6000-word case (around 20-24 pages, including endnotes) about an ethical problem facing a leader that has taken place in this country or abroad in the year 2012. The case may have begun last year, but it has to have come to a head in 2012. The instructor must approve your case before you write it. You may email your idea, talk to the instructor after class, or make an appointment to meet with her. Either way, you must get your case approved. The case should focus on the behavior of a leader, several leaders and/or the dynamics of groups of people within the organization. Remember, this is a course on leadership ethics not medical ethics (no “should we pull the plug cases,” please). Your case should be about leaders in business, government or politics, non-profits, or social movements.

About one half of your case should tell the story and the rest should be an analysis of what went wrong and why. You may analyze your case as you tell the story or tell the story and then analyze it. You may also use readings from the text to analyze your case. You are required to do research on your case and use minimum of 10 references to write it. References may come from books, periodicals, or reputable on-line sources.

You will be required to use footnotes for your citations. To create a footnote go to “insert footnote” on the top bar of Word. Make sure that you use regular numbers and not Roman numerals. The citation style will be Chicago/Turabian. There is a Chicago/Turabian style sheet on
Blackboard and on the library web site. Follow the instructions for R. I will also talk about how to properly cite and footnote in class. If you use citations from on-line sources, please give the full web address of the site along with the name of the site or publication, and author of the article. With this form of footnoting, you will not need to add a reference list. You should also make sure to put page numbers into your paper. Failure to properly cite sources or include page numbers will result in point deductions from your grade.

Students will be asked to assess their group at the end of the assignment. There will be no free riders! Half of your paper grade will be based on the quality of the topic, description of the problem and research and the other half of your grade will be based on your analysis. Your class presentation will receive a separate grade. Late cases will not be accepted. Papers are due on November 4 at the beginning of class.

3. Paper Presentations
Paper presentations will be on November 25 and December 2. Each pair will have 20 minutes to present and take questions. Presentations will be graded on the basis of the clarity, creativity (originality of the topic), quality of research and analysis, and ability to present their case in the time allotted. The presentation evaluation criterion is on Blackboard. Students are strongly encouraged to use the speech center to prepare their presentations.

4. Synthesis Paper
Pick a theme from the play Death and the King’s Horseman and discuss what the play and other literature that you have read in this course and other leadership courses have taught you about the ethics of leadership and followership that is universal. Please make sure that you clearly cite your sources. You may use the first person in this essay (double-spaced, 4-5 pages, 1000-1250 words.) Papers are due November 18 at the beginning of class.

Jepson School of Leadership Studies

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/religionsobs.