Overview: Leaders are people in positions of authority. How should that authority be used? In this class we will discuss ethical leadership. First we will review some ethical theories and objections to each theory. Then we will address how a leader’s ethical judgments should be informed by chance, luck, special relationships, formal designations of authority, and ignorance. With these tools and concepts in hand, we will spend the rest of the term discussing cases. Should leaders care about equality? Can a leader harm someone simply by making an offer? Do leaders have distinctive rights to kill, coerce, or lie? To close, we will discuss some of the particular challenges that people in positions of authority face, namely, moral and cultural relativism, moral demandingness, and the struggle to have a meaningful life.

Objectives: Students in this class will develop three skills: charitable reading, critical thinking, and clear writing. In class we will reconstruct the best version of the arguments presented in the readings by discussing objections and carefully considering alternative points of view. Students will also learn how to put arguments in premise-conclusion form, use thought experiments and cases to test an intuition, and state a view precisely. We will also discuss good writing, in and outside of class, and by the end of the term students will write an original philosophical essay about the ethics of leadership.

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Deadline</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>--</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>--</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #1</td>
<td>Thesis Meeting: <strong>September 20</strong> Essay Due: <strong>September 27</strong></td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td><strong>October 18</strong></td>
<td>15%</td>
</tr>
<tr>
<td>Essay #2</td>
<td>Thesis and Summaries: <strong>November 11</strong> Essay Due: <strong>November 27</strong> Revisions Due: <strong>December 10</strong></td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td><strong>December 6</strong></td>
<td>20%</td>
</tr>
</tbody>
</table>

All grades are entered as numbers. The number values of final letter grades are:

A+ 100-97  A  96-94  A- 93-90  B+89-87  B  86-84  B- 83-80
C+ 79-77  C  77-74  C- 73-70  D+ 69-67  D  66-63
Please submit your essays 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:** Papers and outlines are due on 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.

**Reading Responses:**
There are ten reading responses assigned. For each response write 300 words about the reading. In each response, state the author’s thesis and one potential objection to that thesis. Responses will be scored as a 1, 0.5, or 0. Each response is 1% of your final grade. Print each response and bring it to class or email responses before class starts. Late responses will not be accepted.

**Essay #1:**
One of our goals in this course will be to further develop your writing abilities. I will distribute handouts on writing in week 2 and then I would like to meet with everyone by **September 20** to talk about the first paper. Bring your thesis and outline to this meeting. The essay topic will cover readings from weeks 1-3. If you do not meet with me by September 20 then I will deduct 2/3 of a letter grade from your score on essay #1 (e.g., a B+ paper will become a B-). Essay #1 is due on **September 27**.

**Midterm Exam:**
The midterm is on **October 18**. It will test you on the first half semester. The exam is 10 short answer questions and it will cover the readings, classroom discussions, and handouts.

**Essay #2:**
This essay is your chance to show off how much you have learned in the class! You will have a choice of topics that address real-world leadership questions. Additional research and an original philosophical argument are expected. Meetings with me are not required, but you must send me a thesis, outline, and summaries of at least four other philosophical readings on your topic by **November 11** and if I am worried about your plan I may request a meeting that week. If you do not send a thesis, outline, and reading summaries to me by November 11 then I will deduct 2/3 of a letter grade from your score on essay #2. It’s a good idea to come to office hours, talk over email, or schedule a meeting before you commit to a thesis. Essay #2 is due by **November 27**. I will return the graded essays by **December 4** and you will have the opportunity to revise by **December 10**. If you choose to revise, please send in a new clean copy, a ‘track changes’ copy, and a cover letter explaining your revisions.
and responses to comments. I will then consider revising the final essay grade in light of revisions by up to 2/3 of a letter grade.

**Final Exam:**
The final is on **December 6**. It will test you on the whole semester. The exam is 10 short answer questions and it will cover the readings, classroom discussions, and handouts.

**Materials:**
All readings are on Blackboard. Please print the readings and bring them to class. E-Readers are also acceptable, but laptops and ipads are not permitted in class.

**Readings:**

**Part 1: Leadership and Ethical Theory**

**Background**
*Ciulla-* Leadership Ethics, Mapping the Territory

**Week 1: Leaders and Consequences**
*August 28- Numbers Problems*
*Thomson-* Killing, Letting Die, and the Trolley Problem

*August 30- Leaders and Consequences*
*Singer-* Famine Affluence and Morality

**Week 2: Objections and Alternatives to Consequentialism**
*September 4- Consequentialism and Integrity*
*Williams-* Consequentialism and Integrity (**Reading Response #1**)  
*Case:* Ursula Le Guin- “The Ones Who Walk Away from Omelas,”
*Nozick-* The Experience Machine

*September 6- Kantianism*
*Korsgaard-* Kant’s Formula of Humanity  
(Optional- Korsgaard- Kant’s Formula of Universal Law)

**Week 3: Rights and Leadership**
*September 11- When is Lying Permissible?*
*Schipiro-* Kantian Rigorism and Mitigating Circumstances

*September 13- What is Coercion?*
*Pallikkathayil-* The Possibility of Choice (**Reading Response #2**)  

**Part 2: Ethical Elements of Leadership**

**Week 4: Virtues of Leaders and Followers**
*September 18- Leaders and Moral Corruption*
*Ludwig & Longenecker,* “The Bathsheba Syndrome,”
*Price-* Explaining Ethical Failures of Leadership
September 20 - Followers
Jonathan Bennett, “The Conscience of Huckleberry Finn,”
Holton- Inverse Akrasia and Weakness of Will
Essay #1 Thesis and Outline Due

Week 5 - Leaders’ Luck and Chance
September 25 - Conscientiousness
Price- Character, Contentiousness, and Conformity to Will
Williams- Moral Luck (Reading Response #3)
(Optional- Nagel- Moral Luck)
September 27 - Moral Mistakes?
Parfit- Five Mistakes in Moral Mathematics
Essay #1 Due

Week 6 - Partiality
October 2 - Love and Partiality
Velleman- Love as a Moral Emotion (Reading Response #4)
October 4 - Relationships and Responsibility
Scheffler- Relationships and Responsibilities

Week 7 - Authority
October 9 - Skepticism About Authority
Simmons, ‘Justification and Legitimacy’,
October 11 - The Basis of Authority
Klosko, ‘Presumptive Benefit & Political Obligation’ (Reading Response #5)

Part 3: Leadership in Practice

Week 8 - Disobedience
October 16 - Questioning Authority in Practice
Huemer- What if there is No Authority?
(Optional- Huemer Psychology of Authority)
October 18 - Midterm

Week 9 - Equality
October 23 - Racism, Sexism and Heterosexism
Okin- Dichotomizing Differences
McIntosh- White Privilege and Male Privilege
October 25 - Distributive Equality
Frankfurt, “Equality as a Moral Ideal” (Reading Response #6)

Week 10 - Business Leadership
October 30- Exploitation and Work
Zwolinski “Sweatshops, Choice, and Exploitation,” (Reading Response #7)
November 1 - Contracts and Accommodation
Shiffrin- Paternalism, Unconscionability Doctrine, & Accommodation
Week 11: Political Leadership
November 6- Domestic Leadership
Brennan "Polluting the Polls: When Citizens Should Not Vote"

November 8- Military Leadership
McMahan- The Ethics of Killing in War (Reading Response #8)

Week 12: Healthcare Leadership
November 11: Essay #2 Thesis, Outline, and Summaries Due
November 13: Patient Care and Paternalism
Buchanan, “Medical Paternalism”
Wilson, “Why It's Time to Stop Worrying About Paternalism in Health Policy”

November 15: Health Policy and Death
Bostrom, “The Fable of the Dragon Tyrant”
Persad- Principles of Allocation of Scarce Interventions

Week 13: Moral Ambition
November 20- Sinners and Saints
Wolf- Moral Saints

November 22- Meaning
Langton- Duty and Desolation (Reading Response #9)

Week 14: Thanksgiving
November 27: Essay #2 Rough Draft Due
November 29:

Week 15: What Should Leaders Do?
December 4: Good Lives
Nagel- Birth, Death, and the Meaning of Life (Reading Response #10)

December 6: Final Exam

December 10: Essay #2 Revisions Due
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](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](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/](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](http://registrar.richmond.edu/planning/religiousobs.html)