LEADERSHIP ETHICS
LDST 450, section 1
PROF. JOANNE B. CIULLA
MONDAY 3:00-5:40, JEPSON HALL 102
OFFICE: JEPSON 244 PHONE: 287-6083

Purpose
The purpose of this course is to examine the moral obligations of leaders and followers. It ties together what students have learned in the leadership school 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 organizations, and the moral temptations of power. We will examine ethical issues related to leadership through case studies concerning leaders and followers 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
Additional Readings: On Blackboard

Requirements
- 25% Exam I, October 6
- 20% Case Study due on or before October 21 by 5:40 (Tuesday hard copy, in Professor’s office, Jepson 244, or mailbox)
- 5% Case Presentations November 3, 10, or 17
- 15% Argument paper, on or before November 11 (Tuesday electronic, emailed by 5:40)
- 20% Exam II December 1
- 15% Class Participation
Grading: All grades are entered as numbers. There is no rounding up or down on final grades. Late papers will not be accepted, even if they are the result of a computer problem.

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<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>96.67-100.00</td>
<td>A+</td>
</tr>
<tr>
<td>83.33-86.66</td>
<td>B</td>
</tr>
<tr>
<td>70.00-73.32</td>
<td>C-</td>
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<tr>
<td>&lt; 60.00</td>
<td>F</td>
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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. 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 electronics, including computers, must be turned off at the beginning of class. Please do not get up and walk out during class unless you have an urgent physical problem. It is very inconsiderate and may result in a zero for participation that day. There will be a break at 4:15 so 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 affect your participation grade. Excused absences are illness, death in the family, and recognized religious holidays. Job interviews and going home early for Thanksgiving are not excused. If you have to miss a class and can attend the Tuesday section (held at the same time, in the same room) you will not be penalized.

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

I. August 25, Introduction
Course Overview

Part One: Ethics and Individuals

II. September 1, 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? Should you be ethical when no one is watching?

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


**III. September 8, Virtue and the Morality of Leaders**

What are the distinctive qualities of virtues? How do Aristotle’s ideas about ethics apply the behavior of leaders in organizations and groups? How do we use virtues to select and judge leaders? What are the moral 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 15, 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, “On Women and Girls,” p. 111  
George Orwell, “Shooting an Elephant”

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**Part Two. Ethics and Groups**

**V. September 22, 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?

**Read:** Introduction, pp. 141-142  
**Case:** Joanne B. Ciulla, “Prejudice or Preference?” p. 152  
Joanne B. Ciulla, “Corneas in the Congo,” p. 153  

**VI. September 29, Buddhism and The Dalai Lama**

What are the core ethical principles in “The First Sermon”? How do they compare with the other ethical theories that we have studied so far? Who is the Dalai Lama and what makes him distinctive as a leader?

**Read:** Buddha, “The First Sermon and “The Synopsis of Truth,” pp. 64-68  
**Video Case:** The Dalai Lama  
**Review for exam**

*September 30, Robert A.F. Thurman Lecture, 7PM Jepson Alumni Center (Required for all students)*  
Robert A. F. Thurman is Jey Tsong Khapa Professor of Indo-Tibetan Buddhist Studies in the Department of Religion at Columbia University. He is also a Buddhist monk who was ordained by the Dalai Lama. At the Dalai Lama’s request, Thurman founded the
Tibet House, which is dedicated to the preservation of Tibetan culture. He is one of the leading American experts on Tibetan Buddhism and was named one of Time Magazine’s 25 most influential Americans.

VII. October 6
Exam I

October 13-14 Fall Break

VIII. October 20 The Morality of Followers
Should followers be held accountable for their leader’s actions or the bad morality of a society? How are emotions 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
Video Case: “The Trial of Adolph Eichmann”

October 21 (Tuesday) Case Studies due on or before 5:40 in instructor's mailbox or office

Part Three: Ethics and the World

IX. October 27, Russian Leaders
Dr. Anna Gryaznova from Moscow State University is this year’s Zuzana Simoniova Cmelikova Visiting International Scholar in Leadership and Ethics. She will talk about her research on Russian leadership and ethics.

X. November 3, Chinese Notions of Ethics and Leadership
What are the moral characteristics of a Confucian leader? What would a Taoist leader be like? Compare and contrast the way that both philosophers think about human nature and morality with the other philosophers that we have read.
Read: Confucius, The Analects, pp.123-139
Lao Tzu, Tao Te Ching, pp. 174-185

3 Case Study Presentations

XI. November 10, Cultural and Ethical Relativism
Are there standards of right and wrong that apply everywhere, regardless of cultural practices? How do we make ethical judgments in and about foreign cultures? What are leaders’ ethical obligations to people in and from other cultures?
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
Case: Karen Marquis and Joanne B. Ciulla, “Fuller’s Dilemma: Street Children and Substance Abuse, pp. 254-256

3 Case Study Presentations
November 11 (Tuesday) Application Papers due via email by or before 5:30

XII. November 17 Human Rights
Does the U.S. live up to the stipulations of the UN declaration of human rights? Is it beneficial for leaders to borrow moral values from other cultures? What does fairness and equality mean to people who have different cultural expectations than we do?
        F.G. Bailey, “Values, Beliefs and Leadership,” pp. 244-253
Case: Joanne B. Ciulla, “The Oil Rig,” pp. 263-265

3 Case Study Presentations

XIII. November 24, The Moral State of the World (Class ends at 4:15)
Is the world a global village in terms of moral values? What do leaders need to do to resolve the competing values of civilizations?

Evaluations
Read: Anthony Appiah, “Global Villages”
Case: Bowen McCoy, “The Parable of the Sadhu,” pp. xvi-xvii

Review for the exam

XIV. December 1
Exam II

Assignments

1. 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 the facts, moral beliefs, principles, and values of those involved. 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 2014. The case may have begun earlier, but it has to have come to a head in 2014. 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 (please, no “should we pull the plug?” cases). 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 help you analyze your case. You are required to do extensive 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 must use endnotes for your citations. To create an endnote, go to “insert footnote” on the top bar of Word. Make sure that you use regular numbers and not Roman numerals. The citation style is Chicago/Turabian. There is a Chicago/Turabian style sheet on Blackboard and also on the library web site. I will also talk about how to properly cite and use endnotes 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, unless you use references that are not cited in your paper. You should also make sure to insert page numbers into your paper. Failure to properly cite sources or include page numbers will result in deductions from your grade.

Students will be asked to assess their partner 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 (is it new or unusual?), description of the problem, and depth and originality of research. 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 in hard copy on Tuesday, on or before October 21 by 5:40 in the instructor's mailbox or office.**

2. **Paper Presentations**

Paper presentations will be on November 3,10, and 17. Each pair will have 20 minutes to present and take questions. Presentations will be graded on the basis of clarity, ability to convey your research and analysis in the allotted time, and ability to give an interesting and engaging presentation. The presentation evaluation criterion will be posted on Blackboard prior to the presentations. Students are strongly encouraged to use the speech center to prepare their presentations.

3. **Application Paper**

Write a 6-7 page paper (about 1300-1500 words). Pick out a short news article about a leader involved in an issue that has ethical implications. It can be about a leader in business, government, NGO, or other kind of group or organization. Then write a discussion of the article from the **point of view of 3 of the following 4 philosophers**, Aristotle, Kant, Mill and Confucius. Pretend that the philosopher has just read the article and write using “I” as if each philosopher were discussing what he read. The discussion should consist of arguments that the philosopher would make to support his opinion of the article. The philosophers do not have to disagree with each other, but they may each take a different approach to discussing the problem based on the way that they think about ethics.
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 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 and make sure that what they say directly applies to the problem at hand, and is not simply a restatement of their theories. If you want to cite where you got an idea from in the text, simply put the page number in parentheses. You will get a separate grade for each philosopher. You may also write this paper as a dialogue. Please attach a copy of the article to your paper. Late papers will not be accepted. Papers should be emailed to the professor on or before Tuesday, November 11 at 5:40 PM. *Note that the this paper (ungraded) will also be sent to the Jepson School Assessment Committee as part of our program assessment.

**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](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](http://registrar.richmond.edu/planning/religiousobs).