Overview: In this course, we will examine historical examples of leadership, current events, and hypothetical cases in light of prominent ethical theories to gain new insights into the ethics of leadership. In Part 1 students learn about prominent ethical theories, such as consequentialism and Kantianism. These readings will provide a foundation for understanding ethics, and we will reference these theories throughout the class. Part 2 is about specific challenges that leaders and followers face when they deliberate about their moral obligations. For example, we will discuss temptations of power, the challenges of acting against one’s moral emotions, the making decisions that involve luck or chance, and whether partiality conflicts with moral obligations. In Part 3, we discuss the basis of leaders’ authority, whether followers have duties to obey, and whether bystanders have duties to intervene when they witness oppression. In this part of the course we focus on political leadership, which provides the foundation for a discussion of justice and leadership. Part 4 addresses questions about social and economic justice, such as whether leaders are required to promote distributive equality, whether gender dichotomies are morally problematic, and whether leader’s obligations to others change in the global context. Finally, in Part 5 students are encouraged to apply these lessons as they reflect on the development of their character and career plans. In this final part of the course we discuss the challenge of balancing self-interest against the duty to assist others, and the relationship between morality and a meaningful life.

Objectives: This course is the capstone class for leadership studies. Students are encouraged to reflect on the moral dimensions of leadership in light of their Jepson education and their plans going forward. Students will develop skills that enable them to develop and evaluate moral arguments. For example, students will learn to assess the soundness and validity of an ethical argument. Students are also encouraged to critically evaluate prominent leadership theories. We will discuss real and hypothetical examples of ethical and unethical leadership to better understand how the leadership context changes the moral landscape. Finally, students will produce original philosophical research articles that address the ethics of leadership.

Grading:

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<tr>
<th>Grade</th>
<th>Deadline</th>
<th>Weight</th>
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<tr>
<td>Participation</td>
<td>--</td>
<td>10%</td>
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<tr>
<td>Reading Responses</td>
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| Essay #1       | Thesis Meeting: September 19  
Essay Due: September 26 | 20%    |
All grades are entered as numbers. The number values of final letter grades are:

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
<td>100-97</td>
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<td>A</td>
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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, students must relate the reading to current events. Each response will use a specific template, and in each reply students will be required to state the author’s thesis, how it applies to an ethical dilemma in the news, and to state one potential objection to the author’s thesis. Responses will be scored as a 1, 0.5, or 0. Each response is 1% of your final grade. Responses are due by email 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. For this assignment, you must find an example of a real leader who faced a moral dilemma like the situations we discussed in weeks 1-3. Your example can draw on current or historical events. In week 2, I will distribute a handout that explains this assignment in more detail. I will also distribute handouts on writing in week 2 and then I would like to meet with everyone by September 19 to talk about the first paper. Bring your thesis and outline to this meeting. 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 26.
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 12** 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 21**. You will have the opportunity to revise by **December 15**. 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 15**. It will test you on the whole semester. The exam is 20 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: Normative Ethics and Leadership**

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

**Week 1: How should we reason about moral problems?**
*August 27- The ethics of deciding for others*
*Thomson*- Killing, Letting Die, and the Trolley Problem
*August 29- The moral significance of suffering*
*Singer*- Famine Affluence and Morality

**Week 2: Should leaders promote well-being or follow moral rules?**
*September 3- Objections to consequentialism*
*Williams*- Consequentialism and Integrity (**Reading Response #1**)
*Le Guin*- Case: “The Ones Who Walk Away from Omelas,”
*Nozick*- The Experience Machine
*September 5- A short introduction to Kantianism*
*Korsgaard*- The Formula of Humanity
(Optional- The Formula of Universal Law)
Week 3: When is it wrong for a leader to lie or coerce?
  September 10- Deception and the murderer at the door
  Schapiro- Kantian Rigorism and Mitigating Circumstances
  September 13- Three accounts of coercion
  Pallikkathayil- The Possibility of Choice (Reading Response #2)

Part 2: Leadership and Moral Deliberation

Week 4: How can a leader or follower avoid weakness of will?
  September 17- The temptations of power
  Ludwig & Longenecker, “The Bathsheba Syndrome,”
  Price- Explaining Ethical Failures of Leadership
  Case: The Ring of Gyges
  September 19- The temptations of obedience
  Jonathan Bennett, “The Conscience of Huckleberry Finn,”
  Holton- Inverse Akrasia and Weakness of Will
  Ciulla- Case: Is A Lie Always a Lie?
  Essay #1 Thesis and Outline Due

Week 5- Does ethical leadership depends on luck and chance?
  September 24- When to be conscientious, when to take risks
  Price- Character, Conscientiousness, and Conformity to Will
  Williams- Moral Luck
  September 26- The ethics of taking chances
  Parfit- Five Mistakes in Moral Mathematics
  Essay #1 Due

Week 6- When is partiality justified?
  October 1- Is partiality compatible with universal moral principles?
  Velleman- Love as a Moral Emotion (Reading Response #3)
  October 3- The moral value of relationships
  Scheffler- Relationships and Responsibilities

Part 3: Obligation, Obedience and Authority

Week 7- When do followers have a duty to obey leaders?
  October 8- Skepticism About Political Obligation
  Simmons, 'Justification and Legitimacy',
  October 10- A defense of obligation
  Klosko, 'Presumptive Benefit & Political Obligation' (Reading Response #4)

Week 8- What is the basis of a leader’s authority?
  October 15- Why we should question authority
  Huemer- What if there is No Authority?
  (Optional- Huemer Psychology of Authority)
October 17- The duty to resist oppression  
*Hill-Moral Responsibilities of Bystanders (Reading Response #5)*

**Part 4: Justice and Leadership**

**Week 9: How should leaders help the worst-off?**  
October 22- Equality vs. sufficiency  
*Frankfurt, “Equality as a Moral Ideal” (Reading Response #6)*  
October 24- Refusing to accommodate injustice  
*Shiffrin- Paternalism, Unconscionability Doctrine, & Accommodation  
Ciulla- Case: Corneas in the Congo*

**Week 10: Does leadership entrench privilege? Is that bad?**  
October 29- Racism, Sexism and Heterosexism  
*Okin- Dichotomizing Differences (Reading Response #7)*  
October 31- ILA- HAPPY HALLOWEEN!

**Week 11: Do leaders’ moral duties change in a global context?**  
November 5- Global Business Ethics—The Case of Sweatshops  
*Zwolinski “Sweatshops, Choice, and Exploitation,”*  
*Ciulla- Case: The Oil Rig*  
November 7- Military Leadership  
*McMahan- The Ethics of Killing in War (Reading Response #8)*

**Part 5: Meaningful Leadership: Self-Interest and Character**

**Week 12: What kind of character should a leader have?**  
November 11: Essay #2 Thesis, Outline, and Summaries Due  
November 12: Why Faith in Humanity is a Virtue  
*Preston-Roedder- Faith in Humanity*  
November 14: Why Moral Saintliness is Not a Virtue  
*Wolf- Moral Saints (Reading Response #9)*

**Week 13: What is the significance of our personal projects?**  
November 19- The ethics of choosing a career  
*Buss- Needs, Projects, and Reasons*  
November 21- Friendship and Strategy  
*Langton- Duty and Desolation*  
*Essay #2 Due*

**Week 14: Thanksgiving**

**Week 15: Does anything we do even matter?**  
December 3: How to Manage the Absurdity of Your Life
Nagel- Birth, Death, and the Meaning of Life *(Reading Response #10)*

**December 5: Lingering Doubts**
*Schafer-Landau, Eleven Arguments Against Moral Objectivity*

**December 15: Final Exam**
*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

**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/religiousobs.html