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. Leadership is a type of relationship between leaders and followers. 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 ethics in relation to what leaders are, what they should be, 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 explore 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 considering personal ethics, ethics in and of groups, and 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 5
- 15% Application paper, on or before Wednesday, September 23 by 5:00PM
- 20% Case Study due on or before Wednesday, October 28 by 5:00PM
- 5% Case Presentations November 16
- 20% Exam II November 30
- 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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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 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 (BB) are on Blackboard. Additional reading will be added to some classes.

I. August 24, Introduction
Course Overview

Part One: Theoretical Perspectives

II. August 31, 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


**III. September 7, 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  
George Orwell, “Shooting an Elephant” (BB)

**IV. September 14, 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  

**V. September 21, Asian Perspectives on Ethics**
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? What are the moral characteristics of a Confucian leader? What would a Taoist leader be like? 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  
Lao Tzu, *Tao Te Ching*, pp. 174-185  
Video Case: The Dalai Lama

**September 23, Application paper should be emailed on or before 5:00PM**

**Part Two: The Ethics of Leaders and Followers**

**VI. September 28, 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? Why should ethics be about sacrificing self-interest for others?
Ayn Rand, “Why Self-Interest is Best,” pp. 44-52  
Video Case: Interview with Ayn Rand

**VII. October 5, Exam I**
October 12-13, Fall Break

VIII. October 19, Followers and Collective Responsibility
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”? Read: Jonathan Bennett, “The Conscience of Huckleberry Finn,” pp. 81-92
   Hannah Arendt, “The Accused and Duties of Law-Abiding Citizen,” pp. 119-123
Video Case: “The Trial of Adolph Eichmann”

IX. October 26, Sex and Presidents: Does Personal Morality Matter?
Does adultery, sexual orientation, and other affairs of the heart affected the ability of American Presidents to effectively? Does a leader’s personal morality matter affect the morality of his or her leadership? Read: Robert P. Watson, Affairs of State: Presidential Love, Sex, and Scandal 1789-1900, Rowman & Littlefield, 2012, (selections on BB)

October 28, Case Studies due in my office or mailbox by or before 5:00PM

Part Three: Ethics and the World

X. November 2, 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? What does fairness and equality mean to people who have different cultural expectations than we do? 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
Cases: Karen Marquis and Joanne B. Ciulla, “Fuller’s Dilemma: Street Children and Substance Abuse, pp. 254-256 J
   Joanne B. Ciulla, “The Oil Rig,” pp. 263-265

XI. November 9, Critical Management
Guest lecturer Professor David Collinson from Lancaster University, UK
Read: TBA

November 12, Peter Singer, How to Do the Most Good, Jepson Alumni Center 7:00.

XII. November 16, Paper Presentations
XIII. November 23 The Moral State of the World
Is the world a global village in terms of moral values? What do leaders need to do to resolve the competing values of civilizations?
Case: Bowen McCoy, “The Parable of the Sadhu,” pp. xvi-xvii

Evaluations

XIV. November 30 Exam II

Assignments

1. Application Paper
Write a 6-7 page paper (about 1300-1500 words). Pick out a news article or editorial about one or more presidential candidates who have either said or done something, hold a position, or is involved in an issue that has ethical implications. You will probably have to do additional research about the topic or candidate in the article. Then write a discussion of the article from the point of view of the following 3 philosophers, Aristotle, Kant, and Mill. 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 be made up of 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 Wednesday, September 23 at 5:00 PM. Late papers will not be accepted. *Note that this paper (ungraded) will also be sent to the Jepson School Assessment Committee as part of our program assessment.

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 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 the unethical behavior of leaders, followers, and groups in the news. 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 between January 2015 and the present. The case may have begun earlier, but it has to have come to a head in 2015. I must approve your case before you write it. You may email your idea, talk to me after class, or make an appointment to meet with me. Either way, **you have to 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 or before Wednesday, October 28 by 5:00 in my mailbox or office. Late papers will not be accepted.**

3. **Paper Presentations**

Paper presentations will be on November 16. Each pair will have 15 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 encouraged to use the speech center to prepare their presentations.

**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.)