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, 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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<thead>
<tr>
<th>Grade</th>
<th>Deadline</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>--</td>
<td>10%</td>
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<tr>
<td>Reading Responses</td>
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<td>10%</td>
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<tr>
<td>Essay #1</td>
<td>Thesis Meeting: <strong>September 18</strong></td>
<td>15%</td>
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<td>Essay Due: <strong>September 25</strong></td>
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<tr>
<td><strong>Midterm</strong></td>
<td><strong>October 16</strong></td>
<td>10%</td>
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<tr>
<td><strong>Essay #2</strong></td>
<td>Thesis and Summaries: <strong>November 11</strong></td>
<td>30%</td>
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<tr>
<td>Essay Due:</td>
<td><strong>November 20</strong></td>
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<td>Revisions Due:</td>
<td><strong>December 8</strong></td>
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<tr>
<td><strong>Final Exam</strong></td>
<td><strong>December 8</strong></td>
<td>25%</td>
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All grades are entered as numbers. The number values of final letter grades are:

- A+ 100-97
- A 96.99-94
- A- 93.99-90
- B+ 89.99-87
- B 86.99-84
- B- 83.99-80
- C+ 79.99-77
- C 77.99-74
- C- 73.99-70
- D+ 69.99-67
- D 66.99-63

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. Send files as word documents (.doc). 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. A template will be posted on Blackboard for each response. Responses will be scored as a 1, 0.5, or 0. Each response is 1% of your final grade. Email your 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 18** to talk about the first paper. Bring your thesis and outline to this meeting. The essay topic will cover readings from the beginning of the semester. If you do not meet with me by **September 18** 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 25**.

**Midterm Exam:**
The midterm is on **October 16.** It will test you on the first half of the 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 20.** You will have the opportunity to revise by **December 8.** 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 8.** 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 26- Moral Objectivity*
  Shafer-Landau, Eleven Arguments Against Moral Objectivity
  Singer- Famine Affluence and Morality
*August 28- Class Cancelled :'(*

**Week 2: Should Leaders Promote Good Consequences?**
*September 2- Aggregation and Rights*
  Thomson- Killing, Letting Die, and the Trolley Problem (RR1a)
*September 4- Integrity*
  Williams- Consequentialism and Integrity (RR1b)
  Le Guin-Case: “The Ones Who Walk Away from Omelas,”
Week 3: Are leaders constrained by moral rules?
September 9- Three accounts of coercion
Pallikkathayil- The Possibility of Choice (RR 2b)
September 11- Deception and the murderer at the door
Schapiro- Kantian Rigorism and Mitigating Circumstances (RR 2a)

Part 2: Leadership and Moral Deliberation

Week 4: How can a leader or follower avoid weakness of will?
September 16- The temptations of power
Ludwig & Longenecker, “The Bathsheba Syndrome,”
Price- Explaining Ethical Failures of Leadership (RR 3a)
Case: The Ring of Gyges
September 18- GUEST LECTURE: Emotion and Moral Reasoning
Bennett, “The Conscience of Huckleberry Finn,”
Kahane, “Intuitive and Counterintuitive Morality”
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 23- When to be conscientious, when to take risks
Guerrero- Don’t Know, Don’t Kill (RR 3b)
Williams- Moral Luck (excerpt)
September 25- Risk and the ethics of taking chances
Parfit- Five Mistakes in Moral Mathematics
Essay #1 Due

Week 6- When is partiality justified?
September 30- Is partiality compatible with universal moral principles?
Velleman- Love as a Moral Emotion (RR 4b)
October 2- The moral value of relationships
Scheffler- Relationships and Responsibilities (RR 4a)

Part 3: Obligation, Obedience and Authority

Week 7- When do followers have a duty to obey leaders?
NOTE: FALL BREAK SCHEDULE CHANGE
Monday, October 5 - Skepticism About Political Obligation
Nozick- The Principle of Fairness
Simmons, ‘Justification and Legitimacy’ (RR 5b)
Wednesday, October 7- Public Goods, and a defense of obligation
Klosko, ‘Presumptive Benefit & Political Obligation’ (RR 5a)

Week 8- What is the basis of a leader’s authority?
October 14- Why we should question authority
Huemer- What if there is No Authority?
(Optional- Huemer Psychology of Authority)
October 16- MIDTERM

Part 4: Justice and Leadership

Week 9: Everyday Injustice
October 21- Discrimination
Moreau- What is Discrimination? (RR 6a)
October 23- Oppression
Hill- Bystanders and the Duty to Resist Oppression (RR 6b)

Week 10: Economic Justice
October 28- Equality
Frankfurt- Equality as a Moral Ideal
Van Parijis-A Basic Income for All
October 30- CANCELLED- University Presidential Inauguration

Week 11: Do leaders’ moral duties change in a global context?
November 4- Global Business Ethics and Regulation
Kates- The Ethics of Sweatshops and the Limits of Choice (RR 7b)
Ciulla- Case: The Oil Rig
November 6- Military Leadership
McMahan- The Ethics of Killing in War (RR 7a)

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 11: Why Faith in Humanity is a Virtue
Preston-Roedder- Faith in Humanity (RR 8b)
November 13: Why Moral Saintliness is Not a Virtue
Wolf- Moral Saints (RR 8a)

Week 13: What is the significance of our personal projects?
November 18- The ethics of choosing a career
Buss- Needs, Projects, and Reasons (RR 9a)
MacAskill- Don’t Follow Your Passion
November 20- When even success seems like failure
Setiya- The Midlife Crisis (RR 9b)
Essay #2 Due

Week 14: Thanksgiving

Week 15: Desolation and Absurdity
December 2: Friendship and Meaning
Langton- Duty and Desolation (RR 10b)
December 4: How to Manage Absurdity
Nagel- Birth, Death, and the Meaning of Life (RR 10a)
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
SYLLABUS INSERT REGARDING ACADEMIC AND PERSONAL SUPPORT SERVICES
Hope N. Walton, Director Academic Skills Center

Below is a boxed statement that describes the services available from a myriad of resources. We recommend that you consider including this boxed statement in your course syllabus, on Blackboard, or perhaps on a separate handout. Of course, other support services that relate specifically to your course can also be added.

Staff members from the resources below are available for consultations about concerns related to students as well as issues related to services.

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([http://asc.richmond.edu](http://asc.richmond.edu), 289-8626 or 289-8956): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.

**Career Services** ([http://careerservices.richmond.edu/](http://careerservices.richmond.edu/) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

**Counseling and Psychological Services** ([http://wellness.richmond.edu/offices/caps/](http://wellness.richmond.edu/offices/caps/) or 289-8119): Assists students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Speech Center** ([http://speech.richmond.edu](http://speech.richmond.edu) or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

**Writing Center** ([http://writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.