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 though 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 and dialogues in which they will apply philosophic concepts of ethics to real problems and stories of real leaders.

Required Texts
Additional Readings: On Blackboard (marked BB)

Requirements
• 25% Case Study due on or before Wednesday, due in hard copy by October 19 by 5:40
• 5% Case Presentations on October 25 or November 15
• 30% Exam November 1
• 20% Dialogue on Parable of the Sadhu, due electronically by the end of class on Tuesday, November 22 by 5:40
• 20% 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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<td>96.67-100.00</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 Monday section (held at the same time, in the same room) you will not be penalized.

**Class Schedule:**

*August 23, Introduction*

Course Overview

*August 30, 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? Does it make sense to sacrifice your interests for those of others? What do you think of a morality that is based on self-interest? Should you be ethical when no one is watching?

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

Ayn Rand, “Why Self-Interest is Best,” pp. 44-52

**Case:** Plato, “The Ring of Gyges,” from the Republic Bk. II pp. 28-30
**III. September 6, 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 is the Bathsheba Syndrome and 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 13  The Morality of Followers**

Should followers be held accountable for their leader’s actions or the bad morality of a society? What role do the emotions play in moral reasoning? What kind of power do followers have over their leaders? Is Eichmann responsible for “just following orders”? What is the problem of dirty hands?

**Read:** Jonathan Bennett, “The Conscience of Huckleberry Finn,” pp. 81-92  
Hannah Arendt, “The Accused and Duties of Law-Abiding Citizen,” pp. 119-123  

**In class video Case:** “The Trial of Adolph Eichmann”

**V. September 20, Paul Sanders The Relevance of History for Leadership Ethics**

Dr. Paul Sanders studied history and business administration in Regensburg, Berlin, Lyon, Paris, and Helsinki. In 2000 he earned a doctorate in history at the University of Cambridge. He taught history and international relations at the European Humanities University in Minsk, the St Petersburg European University, Grodno State University, and the University of Oxford. During this time he established a track record as the leading historian of the German occupation of the Channel Islands in World War II. In 2006 he made a career change into management education, where he teaches leadership, ethics and international affairs. His research uses history to addresses the topic of leadership ethics, and he is currently engaged in a study of duress leadership. Since 2012 he is associate professor at NEOMA Business School, Reims (France).

**Read:** Paul Sanders, “The ‘strange Mr. Kastner’ – Leadership Ethics in Holocaust-era Hungary, I the Light of Grey Zones and Dirty Hands,” Leadership, vol. 12, no 1: 4-33. BB  

**VI. September 27, The Duties of Leaders and Followers**

What is a duty and how does it differ from a virtue? What are the various formulations of Kant’s “categorical imperative”?

**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” BB


**VII. October 4, Leaders and The Greatest Good**

How does utilitarianism differ from ethical theories based on duty and virtue? What are the 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


**October 10-11 Fall Break**

**VIII. October 18, 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? Is it right for leaders to borrow values from other cultures?

**Read:** Introduction, pp. 229-231
- Mary Midgley, “Trying Out One’s New Sword,” pp. 239-244
- F.G. Bailey, “Values, Beliefs and Leadership,” pp. 244-253

**Case:** Karen Marquis and Joanne B. Ciulla, “Fuller’s Dilemma: Street Children and Substance Abuse, pp. 254-256

*October 19 (Wednesday), Case Studies due by 5:40 in my office or mailbox (hard copy).*

**IX. October 25, Asian 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

**Review for exam**

*4 Case Study Presentations*

**X. November 1**

*Exam*

**XI. November 8, Topic and Readings TBA**

Dr. Maria Esperanza Casullo, this year’s Zuzana Simoniova Cmelikova International Scholar in Leadership Ethics from Universidad Nacional de Rio Negro, Argentina will teach this class. Topic and Readings: TBA
**XII. November 15, 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?


*Case:* Joanne B. Ciulla, “The Oil Rig,” pp. 263-265

*5 Case Study Presentations*

**XIII. November 22, The Moral State of the World**

*No class, but dialogue on the case Bowen McCoy, “The Parable of the Sadhu,” pp. xvi-xvii is due electronically during the class period and no later than 5:40.*

**XIV. November 29, Values, Free Will, and Destiny**

What is the relationship between free will and morality? Who are the various leaders in the novel? Compare and contrast their leadership styles? Describe the transformation of the main character? What does the novel say to you about your choice of a career and how you want to live your life after you graduate?


**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 2016. The case may have begun earlier, but it has to have come to a head in 2016. 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 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, communities, or social movements.

About 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 or footnotes 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 19 by 5:40 in my mailbox or office.**

2. **Paper Presentations**

Paper presentations will be on either October 25 or November 15. 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 4-6 page dialogue (about 2000-3000 words) about “Parable of the Sadhu” case. In the dialogue, you will use characters that represent Aristotle, Kant, and Mill or their philosophic positions. Pretend that the philosophers have just read the case. Use “I” as if each philosopher was discussing what he read. The discussion should consist of arguments that the philosopher would make to support his opinion. 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. In the course of their discussion, you may also integrate ideas from other readings that we have had about cultural relativism.

The objective 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. Make sure that their comments bring out different aspects of their theories. (For example, there is more to Mill than simply the greatest happiness for the greatest number.) 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.

The paper should be written like a play manuscript. Use a single-spaced text with a double space between speakers. It will consist of the following:
1. Cast of characters. If you do not want to use the philosopher's names make sure that you indicate which character is representing which philosopher.
2. A short introduction that sets the stage for the dialogue.

**Late papers will not be accepted.** Papers should be emailed to the professor before or during class on Tuesday, November 22, 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 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.
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.
disability.richmond.edu/

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.”
studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
registrar.richmond.edu/planning/religiousobs.html

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, 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/ 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.