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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Deadline</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>--</td>
<td>10%</td>
</tr>
<tr>
<td>10 Reading Responses</td>
<td>--</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #1</td>
<td>Thesis Meeting: September 16</td>
<td>10%</td>
</tr>
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</table>
All grades are entered as numbers.

The numerical values of essay grades are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98.5</td>
</tr>
<tr>
<td>A</td>
<td>A+/A 97</td>
</tr>
<tr>
<td>A-</td>
<td>A/A- 93</td>
</tr>
<tr>
<td>A-1.5</td>
<td>A-/B+ 90</td>
</tr>
<tr>
<td>B+</td>
<td>B+88.5</td>
</tr>
<tr>
<td>B</td>
<td>B+/B 87</td>
</tr>
<tr>
<td>B-1.5</td>
<td>B/B- 83</td>
</tr>
<tr>
<td>B-2.5</td>
<td>B-/C+ 80</td>
</tr>
<tr>
<td>C+</td>
<td>C+78.5</td>
</tr>
<tr>
<td>C</td>
<td>C+/C 77</td>
</tr>
<tr>
<td>C-</td>
<td>C/C- 73</td>
</tr>
<tr>
<td>C-1.5</td>
<td>C-/D+ 70</td>
</tr>
<tr>
<td>D+</td>
<td>D+68.5</td>
</tr>
<tr>
<td>D</td>
<td>D+/D 67</td>
</tr>
<tr>
<td>D-1.5</td>
<td>D/D- 63</td>
</tr>
<tr>
<td>D-2.5</td>
<td>D-/F 60</td>
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The numerical values for final letter grades are:

<table>
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<tr>
<th>Grade</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
</tr>
<tr>
<td>A</td>
<td>A+96.99-94</td>
</tr>
<tr>
<td>A-</td>
<td>A-/93.99-90</td>
</tr>
<tr>
<td>B+</td>
<td>B+89.99-87</td>
</tr>
<tr>
<td>B</td>
<td>B86.99-84</td>
</tr>
<tr>
<td>B-1.5</td>
<td>B-/83.99-80</td>
</tr>
<tr>
<td>C+</td>
<td>C+79.99-77</td>
</tr>
<tr>
<td>C</td>
<td>C77.99-74</td>
</tr>
<tr>
<td>C-1.5</td>
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<tr>
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<td>D66.99-63</td>
</tr>
<tr>
<td>D-1.5</td>
<td>D-/63.99-60</td>
</tr>
</tbody>
</table>

**Participation**
Your participation grade is based on how well you contributed to class discussion and how often you attended class. I posted participation guidelines on blackboard to give you a rough sense of the standards for each grade.

**Reading Responses:**
There are twelve reading responses assigned and the top ten scores will be included in your grade.

- Use the Blackboard quiz function for each response. Submit your responses online before class starts. Late responses will not be accepted.
- Make sure to download the response template so if for some reason you cannot access Blackboard you can email me a response on time.
- Note that midway through the semester the due dates for Group A and B's responses switches.
- Responses will be scored as a 1, 0.5, or 0. Each of your top ten scoring responses is worth 1% of your final grade.

**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 16** 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 and submit a thesis/outline by **September 16** 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-).
  - I will deduct 1/3 of a grade from your score on essay #2 for a late thesis/outline/meeting assignment.
  - If you have a busy schedule, I recommend that you sign up early for a meeting time!

- **Essay #1 is due on September 21.**
  - Please submit your essays in .doc or .docx formats. I will write comments using the commenting function in Word.

- **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. This assignment will be marked down by 1/3 of a letter grade for every late day.

**Midterm Exam:**
The midterm is on **October 14.** 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 9.** If I am worried about your plan or if I have suggestions, I may request a meeting that week.
  - If you do not send a thesis, outline, and reading summaries to me by November 9 then I will deduct 2/3 of a letter grade from your score on essay #2.
  - I will deduct 1/3 of a grade from your score on essay #2 for a late thesis/outline/summary assignment.
  - 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 18.**
  - Please submit your essays in .doc or .docx formats. I will write comments using the commenting function in Word.
  - Essays are due on my inbox by 11:59 pm the 18th. You will get a confirmation from me within 24 hours to verify that I received it.
• This assignment will be marked down by 1/3 of a letter grade for every late day.

• You will have the opportunity to revise by December 12.
  o 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.
  o You can earn up to 2/3 of a letter grade increase by revising your final essay, in addition to the intrinsic rewards of improving your writing and ethical reasoning abilities.
  o I will not accept late submissions of the revisions.

Final Exam:
The Registrar sets the final exam time and date. The exam will test you on the whole semester. The exam is 10 short/medium 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 24- Moral Objectivity
  Shafer-Landau, Eleven Arguments Against Moral Objectivity
  August 26- Moral Concepts
  Singer- Famine Affluence and Morality

Week 2: Should Leaders Promote Good Consequences?
  August 30- Aggregation and Rights
  Thomson- Killing, Letting Die, and the Trolley Problem (RR1a)
  September 2- Integrity
  Williams- Consequentialism and Integrity (RR1b)
  Le Guin-Case: “The Ones Who Walk Away from Omelas,”
  Nozick- The Experience Machine

Week 3: Are leaders constrained by moral rules?
  September 7- Three accounts of coercion
  Pallikkathayil- The Possibility of Choice (RR 2a)
  September 9- Deception and the murderer at the door
  Schapiro- Kantian Rigorism and Mitigating Circumstances (RR 2b)
Part 2: Leadership and Moral Deliberation

Week 4: How should a leader deliberate?
   September 14- The temptations of power
      Case: The Ring of Gyges
      Ludwig & Longenecker, “The Bathsheba Syndrome,”
      Price- Explaining Ethical Failures of Leadership (RR 3a)
   September 16- When to be conscientious, when to take risks
      Guerrero- Don’t Know, Don’t Kill (RR 3b)
      Meetings/Essay #1 Thesis and Outline Due

Week 5- Luck and Chance
   September 21- Class Canceled :'(
      Essay #1 Due
   September 23- Risk and the ethics of taking chances
      Williams- Moral Luck (excerpt) (RR 4a)
      Parfit- Five Mistakes in Moral Mathematics (RR 4b)

Week 6- When is partiality justified?
   September 28- Is partiality compatible with universal moral principles?
      Velleman- Love as a Moral Emotion (RR 5a)
   September 30- The moral value of relationships
      Scheffler- Relationships and Responsibilities (RR 5b)

Part 3: Obligation, Obedience and Authority

Week 7- Choosing and following political leaders
   October 5 – Public Goods, and a defense of obligation
      Nozick- The Principle of Fairness
      Klosko, ‘Presumptive Benefit & Political Obligation’ (RR 6a)
   October 7- Democracy
      Brennan- Polluting the Polls (RR 6b)

Week 8- What is the basis of a leader’s authority?
   October 12- Why we should question authority
      Huemer- What if there is No Authority?
      (Optional- Huemer Psychology of Authority)
   October 14- MIDTERM

Part 4: Justice and Leadership

Week 9: Everyday Injustice
   October 19- Reform
      Gheaus- Three Cheers for the Token Woman! (RR 7b)
   October 21- Resistance
Week 10: Economic Justice and Egalitarianism
October 26- Equality
Frankfurt- Equality as a Moral Ideal (RR 8b)
October 28- Distributive Justice
KLR: Luck and Relational Egalitarians Unite! (RR 8a)
Van Parijis- A Basic Income for All

Week 11: Do leaders’ moral duties change in a global context?
November 2- Global Business Ethics
Zwolinski- Sweatshops, Choice, and Exploitation (RR 9b)
November 4- Military Leadership
McMahan- The Ethics of Killing in War (RR 9a)

Part 5: Meaningful Leadership: Self-Interest and Character

Week 12: What kind of character should a leader have?
November 9: Essay #2 Thesis, Outline, and Summaries Due
November 9: Why Faith in Humanity is a Virtue
Preston-Roedder- Faith in Humanity (RR 10b)
November 11: Why Moral Saintliness is Not a Virtue
Wolf- Moral Saints (RR 10a)
MacAskill- Don’t Follow Your Passion

Week 13: The Hazards of Friendship
November 16- Moral Danger
Cocking and Kennett- Friendship and Moral Danger (RR 11b)
November 18- Friendship and Meaning
Langton- Duty and Desolation (RR 11a)
Essay #2 Due

Week 14: Thanksgiving

Week 15: Meaning and Absurdity
November 30: When even success seems like failure
Setiya- The Midlife Crisis (RR 12b)
December 2: How to Manage Absurdity
Nagel- Birth, Death, and the Meaning of Life (RR 12a)
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.

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Skills Center</strong> (<a href="http://asc.richmond.edu">http://asc.richmond.edu</a>, 289-8626 or 289-8956):</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Career Services</strong> (<a href="http://careerservices.richmond.edu/">http://careerservices.richmond.edu/</a> or 289-8547):</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Counseling and Psychological Services</strong> (<a href="http://wellness.richmond.edu/offices/caps/">http://wellness.richmond.edu/offices/caps/</a> or 289-8119):</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Speech Center</strong> (<a href="http://speech.richmond.edu">http://speech.richmond.edu</a> or 289-6409):</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Writing Center</strong> (<a href="http://writing.richmond.edu">http://writing.richmond.edu</a> or 289-8263):</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Boatwright Library Research Librarians</strong> (<a href="http://library.richmond.edu/help/ask/">http://library.richmond.edu/help/ask/</a> or 289-8876):</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.