Leadership and the Humanities-Spring 2014

Dr. Javier Hidalgo
Office: 234 Jepson Hall
Email: jhidalgo@richmond.edu or hidalgoj@gmail.com
Class Room: Ryland 210.
Office Hours: Monday 1pm-4:30pm.

Political leaders exercise enormous power over our lives. But political leaders can only wield this kind of power because citizens are willing to obey their commands. We can evaluate the actions of political leaders and the citizens that obey them from a moral perspective. Some political leaders make morally bad decisions and sometimes it is wrong to obey people who have political power. Given that (1) the decisions of political leaders have important consequences for people’s lives and (2) their decisions and actions can be morally better or worse, we should evaluate the behavior and decisions of political leaders and the citizens that obey them in a reflective and rigorous way.

In this course, we will study political ethics: we will examine the moral responsibilities of political leaders as well as the rights and obligations of ordinary citizens. The course is organized around the following moral questions:

i. Why should we have political leaders in the first place? What moral purposes should political leaders serve?

ii. Who should lead? Should political power be democratically distributed? What characteristics or virtues should leaders have?

iii. How should political leaders behave? Are the ethical standards that apply to political leaders different from the ethical standards that apply to ordinary citizens?

iv. What are the moral obligations of followers? Do ordinary citizens have obligations to obey unjust laws? How should citizens exercise civic virtue?

v. How should political leaders and ordinary citizens behave during war?

We will try to answer these questions or, at least, we will try to get a grip on how to go about answering them.

Should You Take This Class?

• We will take a philosophical approach to addressing the above questions. Philosophy focuses on precisely formulating different positions and constructing and evaluating arguments for and against these positions. Your work in this class will focus almost entirely on making moral arguments about political ethics and political leadership. If that sounds fun to you, then you’re in the right place.

• The reading for this class will sometimes be very difficult. The readings are generally not long, but you may have to read the papers that I assign more than once in order to understand them.

• The benefit of the class is that you will learn about some fundamental issues and theories bearing on political ethics and your rights and
responsibilities as a citizen. You will learn how to think clearly about these issues.

General Course Expectations

1. You should arrive at class fully prepared to discuss the readings. This means that you will spend some time thinking about the readings and come to class with some questions or critical points prepared. The readings for this class will sometimes be very difficult. It is not enough to skim the readings. You should read them carefully and take notes on them in order to understand them.

2. You should attend every class session and come prepared to discuss the readings.

3. Do not use your laptop, ipad, or phone during class.

4. I can only offer make up exams in cases of extreme duress like documented medical/personal emergencies and/or religious observance.

Email Policy: I will respond to all emails within 24 hours of receiving them, but I will generally not respond to emails sent to me after 5pm until the following day. I am happy to give you feedback on your rough drafts, but I will not read and comment on draft papers if you send them to me just before they are due. If you want me to give you feedback on your work, you need to send me your rough drafts at least 48 hours (and preferably earlier) before the deadline.

Course Requirements:

1. Response Papers: 15% of final grade
   a. You need to turn in FIVE response papers on due dates marked on the syllabus. The response paper should:
      i. Briefly summarizes a central argument or position in one of the readings and
      ii. Offers some critical comments on this argument, position, or theme.
   b. Each response paper is worth 3 percent of your final grade.
   c. Turn in a copy of your response paper in-class on due dates. I will not accept emailed copies.
   d. Your response papers should be about 300-650 words in length.

2. Short Paper: 15%
   a. There will be one short paper that is approximately 1500-1700 words long. I will give you suggested prompts for this paper several weeks before it is due. But you are free to develop your own prompt as long as you consult with me first.
   b. Please email me your essay at hidalgoj@gmail.com by 5pm on the day that the essay is due.
   c. Chicago style citations required.
d. If you turn in your paper late, I will immediately drop it by 1/3 of a grade. I will then continue to drop your grade by 1/3 for every two days that pass.

3. Long Paper: 25%
   a. There is one long paper. This paper will be about 2500-3000 words long.
   b. You need to come up with your own prompt for this paper. You will submit a prompt, thesis statement, an outline of your major argument, and two additional references that you will use, and I will either approve your prompt or return it to you with a request for revision. Your essay must engage with at least one substantive reading in the course.
   c. Please email me your essay at hidalgoj@gmail.com by **5pm on the day that the essay is due.** The same lateness policies regarding the short paper apply to the long paper as well.
   d. Chicago style citations required.

4. Midterm Examination: 15%
   a. The midterm exam will involve several short answer questions about the reading. The midterm exam will take place on **Tuesday, March 4th**.

5. Final Examination: 15%
   a. The final exam will consist in several short answer questions about the reading. The final exam will take place on **Thursday, April 24th**.

6. Class Attendance and Participation: 15%
   a. Class attendance and participation are mandatory. You must do the readings and come to class prepared to discuss these readings. **Even if your absence is excused, I will not give you participation credit unless you email me 200-300 words that tell me your thoughts on the readings.**
   b. Students will be penalized by two percentage points from their final grade for each unexcused absence beyond one absence.
   c. In this class we will discuss several sensitive topics, and you may feel uncomfortable participating in those discussions. If you find that you did not participate in a particular discussion you can send me an email up to 24 hours after class. In the email, write 200-300 words about your thoughts on the readings and you can receive participation credit for that day. You do not need to explain to me why you did not participate in the discussion.
   d. Everyone is expected to be respectful and polite, bearing in mind that other students may have different backgrounds and experiences. Personal attacks on particular students will not be tolerated.

All grades are entered as numbers that are equal to the following grades:
<table>
<thead>
<tr>
<th>Value</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.67-100.00</td>
<td>A+</td>
</tr>
<tr>
<td>93.33-96.66</td>
<td>A</td>
</tr>
<tr>
<td>90.00-93.32</td>
<td>A-</td>
</tr>
<tr>
<td>86.67-89.99</td>
<td>B+</td>
</tr>
<tr>
<td>83.33-86.66</td>
<td>B</td>
</tr>
<tr>
<td>80.00-83.32</td>
<td>B-</td>
</tr>
<tr>
<td>76.67-79.99</td>
<td>C+</td>
</tr>
<tr>
<td>73.33-76.66</td>
<td>C</td>
</tr>
<tr>
<td>70.00-73.32</td>
<td>C-</td>
</tr>
<tr>
<td>66.67-69.99</td>
<td>D+</td>
</tr>
<tr>
<td>63.33-66.66</td>
<td>D</td>
</tr>
<tr>
<td>60-63.32</td>
<td>D-</td>
</tr>
<tr>
<td>&lt;60.00</td>
<td>F</td>
</tr>
</tbody>
</table>

Required and Recommended Texts:

A Note on the Syllabus: I will probably make some modifications to the syllabus as the semester progresses. I will let you know when I do this and you can always find the updated syllabus on blackboard.

**Week 1: Introduction**

Tuesday, January 14th: Introduction
- No Reading.

Thursday, January 16th: Leadership and Moral Reasoning

Part 1: What Are the Moral Purposes of Political Leadership?

**Week 2: The Absolutist State**

Tuesday, January 21st: The State of Nature
- Jeffrey Gettleman, “Those Who Feed Off Anarchy Fuel it.”

Thursday, January 23rd: The Absolutist State
• **Response Paper Due.**  

**Week 3: The Constitutional State**

Tuesday, January 28th:  
• Charles Lane, “Justices Affirms Property Seizures.”  

Thursday, January 30th:  
• Madawi Al-Rasheed, “No Saudi Spring.”  

**Part II: Who Should Lead?**

**Week 4: Democracy & Leadership**

Tuesday, February 4th: Why Democracy?  
• Excerpts from Aristotle’s *Politics* and Plato’s *Protagoras*.  
• Elizabeth Anderson, “Democracy.”

Thursday, February 6th: Segregation & Leadership  
• Michael Martz, “Segregation by Income, Race Worsening.”  
• Elizabeth Anderson, “Fair Opportunity in Education.”  
• **Response Paper Due.**

**Week 5: Democracy & Leadership**

Tuesday, February 11th: Gender & Leadership  
• Nicholas Kristof, "When Women Rule.”  
• Anne Philips, “Quotas for Women” in *The Politics of Presence*.

Thursday, February 13th: Class Canceled.

**Week 6: Democracy & Political Ethics**

Tuesday, February 18th: Critiques of Democracy  
• Frank Bruni, "America the Clueless.”  
• Jason Brennan, “The Right to a Competent Electorate.”

**Part III: How Should Political Leaders Act?**

Thursday, February 20th: Leadership & Dirty Hands  
• John Blake, “Of Course Presidents Lie.”
• **Response Paper Due.**

**Week 7: Political Ethics & Review**

February 25th: Leadership & Dirty Hands
• Barton Bernstein, “The Atomic Bombings Reconsidered.”

**Wednesday, February 26th:**
• **Short Paper Due at 5pm.**

February 27th: Review
• Review for Midterm.

**Week 8: Midterm**

March 4th: Midterm

March 6th: Leadership & Literature
• Excerpt from William Shakespeare, *Henry V*.
• S. Yizhar, “The Prisoner.”

Part IV: What Are the Responsibilities of Followers?

**Week 9: Spring Break**

**Week 10: Civic Virtue & Political Obligation**

March 18th:
• Plato, “Euthyphro” and “Apology” in *The Trial and Death of Socrates*.
• Recommended Reading: Josiah Ober, “Socrates and Democratic Athens.”

March 20th:
• Plato, “Crito,” and “Phaedo,” in *The Trial and Death of Socrates*

**Week 11: Disobedience and Resistance**

March 25th: Resistance to Authority
• Kathy Lohr, “50 Years Later, King's Birmingham 'Letter' Still Resonates.”
• Martin Luther King, “Letter From Birmingham Jail.”
• Malcolm X, “The Ballot or the Bullet.”

March 27th: Jury Nullification
• Benjamin Weiser, “Jury Statute Not Violated by Protester, Judge Rules.”
• Watch Short Film Before Class: “Racially Based Jury Nullification.”
• Michael Huemer, “The Duty to Disregard the Law.”
• Response Paper Due.

Part V: Leadership & War

Week 12: War, Terrorism, and the Moral Purposes of Political Leadership

April 1st: Liberty, Security, and the War on Terror
• Benjamin Weiser and Colin Moynihan, "A Guilty Plea in Plot to Bomb Times Square."
• John Yoo, "Executive Power, Civil Liberties, and Security."
• John Mueller and Mark Steward, “Civil Liberties, Fear, and Terrorism.”

April 3rd: Torture & Dirty Hands
• Jeffrey Smith, “Bush Makes Clear He Approved Use of Waterboarding."
• Alan Dershowitz, “The Case for Torturing the Ticking Bomb Terrorist.”
• David Luban, “Liberalism, Torture, and the Ticking Bomb.”

Week 13: Political Ethics and Targeted Killing

April 8th:
• Watch Film Before Class: Dirty Wars.
• Becker and Shane, “Secret Kill List Proves a Test of Obama’s Principles and Will.”
• David Luban, “What Would Augustine Do?”
• Paper Prompts Due.

April 10th:

Week 14: State Secrecy, Whistleblowing, and the Responsibilities of Followers

April 15th:
• Susan Landau, “Making Sense of Snowden.”
• Dennis Thompson, “Democratic Secrecy.”
• Kevin Macnish, "Being Watched."
• Response Paper Due.

April 17th:
• Rahul Sagar, “Should We Rely on Whistleblowers?” Secrets and Leaks: The Dilemma of State Secrecy, chapter 5.
• Archon Fung, “What the Snowden Affair Tells Us About American Democracy.”
• Rahul Sagar, “Who Decides What’s Secret: Obama or Snowden?”

**Week 15: Final**

April 22\(^{nd}\): Review

April 24\(^{th}\): Final

**Final Paper Due: May 2\(^{nd}\).**
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