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 the specific challenges that leaders and followers face when they deliberate about their moral obligations. For example, we will discuss the temptations of power, the challenges of acting against one’s moral emotions, the ethics of making decisions that involve luck or chance, and whether reasons of partiality conflict 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>
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<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: <strong>September 22</strong></td>
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All grades are entered as numbers.

The numerical values of essay grades are:

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A+</td>
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</tr>
<tr>
<td>A+/A</td>
<td>97</td>
</tr>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>A/A-</td>
<td>93</td>
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<td>90</td>
</tr>
<tr>
<td>B+</td>
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</tr>
<tr>
<td>B+/B</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>B/B-</td>
<td>83</td>
</tr>
<tr>
<td>B-</td>
<td>81.5</td>
</tr>
<tr>
<td>B-/C+</td>
<td>80</td>
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<tr>
<td>C+</td>
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</tr>
<tr>
<td>C+/C</td>
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</tr>
<tr>
<td>C</td>
<td>75</td>
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<tr>
<td>C/C-</td>
<td>73</td>
</tr>
<tr>
<td>C-</td>
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<tr>
<td>C-/D+</td>
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<tr>
<td>D+</td>
<td>68.5</td>
</tr>
<tr>
<td>D+/D</td>
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<tr>
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<tr>
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The numerical values for final letter grades are:

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<td>D</td>
<td>66.99-63</td>
</tr>
<tr>
<td>D-</td>
<td>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.

(A-L) Group A, (M-Z) Group B

**Late Policy for Essays**

- If you need an extension, you must contact me to discuss an extension at least 24 hours before the due date in order to avoid a late penalty.
• Outlines, essays, and revisions 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.
• Essay assignments will be marked down by 1/3 of a letter grade for every late day.
• I will read and comment on late thesis/outlines but the 2/3 grade penalty will still apply.
• I will not accept late submissions for Essay #2 revisions.

**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. The essay topic will cover readings from the beginning of the semester.
• I would like to meet with everyone by **September 22** to talk about the first paper. **Bring your thesis and outline to this meeting.** It should include:
  - A thesis and P/C argument
  - A roadmap/outline
    o If you do not meet with me and submit a thesis/outline by **September 22** 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-).
    o If you have a busy schedule, I recommend that you sign up early for a meeting time!
• **Essay #1 is due on September 29.**
  o Please submit your essays in .doc or .docx formats by email. I will write comments using the commenting function in Word.

**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 before **November 10** you must send me:
  - A thesis and P/C argument
  - A roadmap/outline
  - Summaries of at least four other philosophical readings on your topic that are not from the syllabus
    o If I am worried about your plan or if I have suggestions, I may request a meeting that week.
    o If you do not send a thesis, outline, and reading summaries to me by **November 10th** then I will deduct 2/3 of a letter grade from your score on essay #2.
    o 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 22.**
  o 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 22nd. 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 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.
  - 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.
  - I will not accept late submissions of the revisions.

Midterm Exam:

- The midterm is on October 24. 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.

Final Exam:
The Registrar sets the final exam time and date. The exam will test you on the whole semester. The exam is 10 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 without authorization.

Readings:

Part 1: Normative Ethics and Leadership

Background
Ciulla- Leadership Ethics, Mapping the Territory

Week 1: How should we reason about moral problems?
  - August 29- Moral Objectivity
    Shafer-Landau, Eleven Arguments Against Moral Objectivity
  - August 31- Moral Concepts
    Singer- Famine Affluence and Morality

Week 2: Should leaders promote good consequences?
  - September 5- Aggregation and Rights
    Thomson- Killing, Letting Die, and the Trolley Problem (RR1a)
  - September 7- Integrity
Week 3: Are leaders constrained by moral rules?
- September 12- Three accounts of coercion
  - Pallikkathayil- The Possibility of Choice (RR 2a)
  - Williams- Consequentialism and Integrity (RR1b)
  - Nozick- The Experience Machine
- September 14- Deception and the murderer at the door
  - Le Guin- Case: “The Ones Who Walk Away from Omelas,”
  - Schapiro- Kantian Rigorism and Mitigating Circumstances (RR 2b)

Part 2: Leadership and Moral Deliberation

Week 4: How should a leader deliberate?
- September 19- The temptations of power
  - Case: The Ring of Gyges
  - Ludwig & Longenecker, “The Bathsheba Syndrome,”
  - Price- Explaining Ethical Failures of Leadership (RR 3a)
- September 21- When to be conscientious, when to take risks
  - Guerrero- Don’t Know, Don’t Kill (RR 3b)
- September 22- Meetings/Essay #1 Thesis and Outline Due

Week 5- Luck and Chance
- September 26- Consequences and Moral Mathematics
  - Parfit- Five Mistakes in Moral Mathematics (RR 4a)
- September 28- Risk and the ethics of taking chances
  - Williams- Moral Luck (excerpt) (RR 4b)
- September 29- Essay #1 Due

Week 6- When is partiality justified?
- October 3- Is partiality compatible with universal moral principles?
  - Velleman- Love as a Moral Emotion (RR 5a)
- October 5- 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 10 – Public Goods, and a defense of obligation
  - Nozick- The Principle of Fairness
  - Klosko, ‘Presumptive Benefit & Political Obligation’ (RR 6a)
- October 12- Democracy
  - Brennan- Polluting the Polls (RR 6b)

Week 8- What is the basis of a leader’s authority?
- October 17 Fall Break
October 19- Why we should question authority
Huemer- What if there is No Authority? (RR 7b)
(Optional- Huemer Psychology of Authority)

Part 4: Justice and Leadership

Week 9: Everyday Injustice
October 24- MIDTERM
October 26- Injustice and Resistance
Hill- Bystanders and the Duty to Resist Oppression (RR 7a)

Week 10: Economic Justice and Egalitarianism
October 31- Sufficiency
Frankfurt- Equality as a Moral Ideal (RR 8b)
Van Parijis- A Basic Income for All
November 2- Equality
Temkin- Equality and Leveling Down (RR 8a)

Week 11: Do leaders’ moral duties change in a global context?
November 7- Global Business Ethics
Zwolinski- Sweatshops, Choice, and Exploitation (RR 9b)
November 9- Military Leadership
McMahan- The Ethics of Killing in War (RR 9a)
November 10: Essay #2 Thesis, Outline, and Summaries Due

Part 5: Meaningful Leadership: Self-Interest and Character

Week 12: What kind of character should a leader have?
November 14: Why Faith in Humanity is a Virtue
Preston-Roedder- Faith in Humanity (RR 10b)
November 16: Why Moral Saintliness is Not a Virtue
Wolf- Moral Saints (RR 10a)

Week 13: Demandingness
November 21- Choosing a Career
Buss- Needs, Projects, and Reasons
MacAskill- Don’t Follow Your Passion
November 22- Essay #2 Due
November 23- Thanksgiving

Week 14: The Hazards of Friendship
November 28: Moral Danger
Cocking and Kennett- Friendship and Moral Danger (RR 11b)
November 30: Friendship and Meaning
Langton- Duty and Desolation (RR 11a)
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)

This syllabus may be revised throughout the semester. Please check Blackboard and your email for updates.
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.