LDST 450: Leadership Ethics

The Purpose Project

Fall 2024
Dr. Jessica Flanigan

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Office Hours

Overview

 In this course, we will learn about ethical theory, historical examples of ethical and unethical leadership, current events, and hypothetical cases to gain new insights into the ethics of leadership in our own lives.

This class is focused on learning philosophy as a way of life. This means that each week, students will first learn about some aspects of ethics in class, and they will apply these lessons in their own lives throughout the week. At the end of each week, students will submit detailed reflections on their experiences by applying the philosophical readings to their own lives (Purpose Projects). In addition to these projects, students will also write an original philosophical essay about a topic that they personally care about.

In Part 1, students learn about philosophical methodology. We will discuss 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 convictions, 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 injustice. In this part of the course, we focus on political leadership, which provides the foundation for a discussion of justice and leadership. We will address questions about social and economic justice, such as whether leaders are required to promote distributive equality and whether leaders' obligations to others change in the global context.

Finally, in Part 4, students will reflect on the development of their character and career plans in light of the previous lessons. 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 meaningful life.

Objectives

This course is the capstone class for a leadership studies degree. Students are encouraged to reflect on the moral dimensions of leadership in light of their Jepson education and their plans going forward.

Students will discover philosophical perspectives that change how they think about leadership, work, politics, and the meaning of life.

>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 will create original philosophical essays that address the ethics of leadership.

>Students will think in a clear and systematic way about the normative dimensions of their career or personal choices going forward.
>Students will learn to develop and write an original philosophical argument.
>Students will learn to revise papers in response to counterarguments.
>Students will write the best papers they've ever written in their lives.

Students will apply ethical theories to contexts beyond the classroom.

>Students will critically evaluate ethical questions in the real world in order to better understand how ethics applies to their own lives.

This course fulfills the Integrated Focus Area Learning Objectives for Written Communication.

>Students will produce written work that reflects disciplinary conventions and attention to audience and situation.
>Students will produce written work with a clear perspective and, where appropriate, forward claims supported by evidence, and cite sources responsibly.
>Students will produce written work undergoing an iterative process, where content evolves (creation, drafting, and revision) and improves based on feedback from the faculty member.
>Students will compose written work with clarity, cohesion, concision, and minimal error.

Content

Part 1: Normative Ethics and Leadership

Week 1: How should we reason about moral problems?
   a) Shafer-Landau, Eleven Arguments Against Moral Objectivity
   b) Thomson- Killing, Letting Die, and the Trolley Problem

Week 2: Should leaders promote the greatest good?
   a) Chappell- Arguments for Utilitarianism
   b) LaGuin- The Ones who Walked Away
      Nozick- The Experience Machine
      Williams- Consequentialism and Integrity

Week 3: Kantianism: Are leaders constrained by moral rules?
   a) Pallikkathayil- The Possibility of Choice
   b) Schapiro- Kantian Rigorism and Mitigating Circumstances

Week 4: - When is partiality justified?
   a) Velleman- Love as a Moral Emotion
   b) Scheffler- Relationships and Responsibilities

Part 2- Moral Psychology

Week 5- Self-Scrutiny
   a) Hill- Bystanders and the Duty to Resist Oppression
      Price- Ethical Failure in Leadership
   b) Joshi- What are the Chances You're Right About Everything?

Week 6- Risks and Small Effects
   a) Guerrero- Don't Know, Don't Kill
   b) Parfit- Five Mistakes in Moral Mathematics

Part 3- Applied Leadership Ethics

Week 7- Choosing and following political leaders
   a) Nozick- The Principle of Fairness
      Klosko, 'Presumptive Benefit & Political Obligation'
   b) Huemer- What if there is No Authority?

Week 8: FALL BREAK + Political Community
   a) FALL BREAK
   b) Spafford- Community as a Socialist Value

Week 9: Ethics and Distant People
   a) Frankfurt- Equality as a Moral Ideal
   b) Zwolinski- Sweatshops, Choice, and Exploitation

Week 10: Social Equality
   a) Cherry- Forgiveness, Moral Exemplars, and the Oppressed

b) Preston-Roedder- Faith in Humanity
Week 11: Interpersonal Ethics
a) Dover: The Talk and the Walk
b) Berstler: Bad Question!

Part 4: Meaningful Leadership: Self-Interest and Character

Week 12: Meaning and Morality
a) Wolf Moral Saints
b) Hampton- Self and Selflessness
Week 13:Purpose
a) Moller- Anticipated Emotions and Emotional Valence
b) Glasgow- The Ordinary Meaningful Life
Week 14: Meaning and Religion
a) Scheffler- The Afterlife
Parfit- Divided minds
Week 15: Meaning and Absurdity
a) Setiya- The Midlife Crisis
b) Nagel- Birth, Death, and the Meaning of Life

Dates and Deadlines:

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. Here is a rough estimate of how long each component of the course might take every week:

Component	Hours
Class	2 ½
Reading/Perusall	1½ -3
Purpose Projects	3-4
Essay	3-4
Meetings	0-½
Total	10-14

Day	Date	Time	Due
Tuesday	Aug 26, 2024	Noon	Week 1a Perusall
Wednesday	Aug 27, 2024	Noon	Week 1b Perusall
Sunday	Sep 1, 2024	23:59	Week 1 Purpose Project
Monday	Sep 2, 2024	Noon	Week 2a Perusall
Wednesday	Sep 4, 2024	Noon	Week 2b Perusall
Friday	Sep 6, 2024	23:59	Schedule a time to meet with Dr. Flanigan!
Sunday	Sep 8, 2024	23:59	Week 2 Purpose Project
Monday	Sep 9, 2024	Noon	Week 3a Perusall
Wednesday	Sep 11, 2024	Noon	Week 3b Perusall
Sunday	Sep 15, 2024	23:59	Week 3 Purpose Project
Monday	Sep 16, 2024	Noon	Week 4a Perusall
Wednesday	Sep 18, 2024	Noon	Week 4b Perusall
Sunday	Sep 22, 2024	23:59	Week 4 Purpose Project
Monday	Sep 23, 2024	Noon	Week 5a Perusall
Wednesday	Sep 25, 2024	Noon	Week 5b Perusall
Friday	Sep 27, 2024	23:59	Meeting/Thesis/Outline Due
Sunday	Sep 29, 2024	23:59	Week 5 Purpose Project
Monday	Sep 30, 2024	Noon	Week 6a Perusall
Wednesday	Oct 2, 2024	Noon	Week 6b Perusall
Sunday	Oct 6, 2024	23:59	Week 6 Purpose Project
Monday	Oct 7, 2024	Noon	Week 7a Perusall
Wednesday	Oct 9, 2024	Noon	Week 7b Perusall
Sunday	Oct 13, 2024	23:59	Week 7 Purpose Project
Wednesday	Oct 16, 2024	Noon	Week 8b Perusall

Sunday	Oct 20, 2024	23:59	Week 8 Purpose Project
Monday	Oct 21, 2024	Noon	Week 9a Perusall
Wednesday	Oct 23, 2024	Noon	Week 9b Perusall
Sunday	Oct 27, 2024	23:59	Week 9 Purpose Project
Monday	Oct 28, 2024	Noon	Week 10a Perusall
Wednesday	Oct 30, 2024	Noon	Week 10b Perusall
Friday	Nov 1, 2024	23:59	Draft Due
Sunday	Nov 3, 2024	23:59	Week 10 Purpose Project
Monday	Nov 4, 2024	Noon	Week 11a Perusall
Wednesday	Nov 6, 2024	Noon	Week 11b Perusall
Sunday	Nov 10, 2024	23:59	Week 11 Purpose Project
Monday	Nov 11, 2024	Noon	Week 12a Perusall
Wednesday	Nov 13, 2024	Noon	Week 12b Perusall
Sunday	Nov 17, 2024	23:59	Week 12 Purpose Project
Monday	Nov 18, 2024	noon	Week 13a Perusall
Wednesday	Nov 20, 2024	Noon	Week 13b Perusall
Sunday	Nov 24, 2024	23:59	Week 13 Purpose Project
Monday	Nov 25, 2024	Noon	Week 14a Perusall
Sunday	Dec 1, 2024	23:59	Week 14 Purpose Project
Monday	Dec 2, 2024	Noon	Week 15a Perusall
Wednesday	Dec 4, 2024	Noon	Week 15b Perusall
Friday	Dec 6, 2024	23:59	Final Essay Due
Sunday	Dec 8, 2024	22:00	Review Session
Sunday	Dec 8, 2024	23:59	Week 15 Purpose Project
Tuesday	Dec 10, 2024	9:00	Final Exam for Section 02 (MW 1:30)

Thursday	Dec 12, 2024	9:00	Final Exam for Section 01 (MW Noon)

Grading:

Grade	Weight
Class Participation	10%
Perusall	10%
Top 10 Purpose Projects	30%
Essay	30%
Final Exam	20%

All grades are entered as numbers.

The numerical values of essay grades are:

A+ 98.5	A+/A 97	A 95	A/A- 93	A- 91.5	A-/B+ 90
B+ 88.5	B+/B 87	B 85	B/B- 83	B- 81.5	B-/C+ 80
C+ 78.5	C+/C 77	C 75	C/C- 73	C- 71.5	C-/D+ 70
D+ 68.5	D+/D 67	D 65	D/D- 63	D- 61.5	D-/F 60

The numerical values for 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	D- 63.99-60

Participation (10%)

Your participation grade is based on how well you contributed to class discussions and activities and how often you attended class.

Participation guidelines are posted online to give you a rough sense of the standards for each grade.

Note Taking Accommodations

- Students are not required or expected to take notes in this class.
- Printed handouts for all class discussions and activities will be provided in class.
- Handouts will be posted online by the end of each week.
  - Students who request advanced access to handouts and audio/video content from class must complete their Perusall assignment before receiving the handout.
  - If a student receives the handout early, they may not share or discuss the handout with their peers.
  - The class handout may change by the time it is posted online.
- Laptops are not permitted during class.
- Recording class discussions is prohibited for all students. Audio recording of class content is considered a note taking accommodation. Because note taking is not required or expected, and because all students will be provided with handouts during and after class, note taking is not a component of this course.

Perusall (10%)

Your perusal grade is based on whether you completed the assigned reading and engaged in conversation on Perusall before class.

Deadline Accommodations

- Students are required to do the reading before class, so that they are prepared to participate in the class discussion.

- ○ Part of the Perusall grade ensures that all students have done the reading before class. Students cannot receive late-credit for this part of their Perusall grade.
- ○ Students with DANs that include occasional emergency deadline extensions for written work must contact Dr. Flanigan at least 4 hours before the noon Perusall deadline to request an extension on the written component of the Perusall grade. Students will then receive an alternative written response assignment that they can complete up to 24 hours after the deadline.

Purpose Projects (30%)

Every week will include two purpose projects. You can choose which one to do.
Your grade will consist in the top ten highest scores for your purpose project submissions.

Deadline Accommodations

- Students are required to complete the Purpose Projects by midnight on Sunday nights, so that Dr. Flanigan can quickly review them before Monday's class. Late purpose projects will not be accepted.
- Students with DANs that include occasional emergency 24 hour deadline extensions for written work must contact Dr. Flanigan at least 4 hours before the Sunday night deadline to request an extension.

Essay (30%)

One of our goals in this course will be to develop student's writing abilities. Specifically, students will have an opportunity to write the best paper they've ever written.

The essay assignment is scaffolded, with multiple opportunities for feedback and revision. Students must meet with Dr. Flanigan to choose a topic, submit a thesis/outline document, and a draft essay before revising their essay.

More information about this assignment is online.

Grading and Revision Policy

Students can revise their essays at least two times after the initial draft submission.

In order to receive a grade on any of their drafts, students must submit their essays online and then meet with Dr. Flanigan in person to discuss revisions. Dr. Flanigan will grade the essay during the meeting.

AI Policy

If an essay is written in a way that plausibly could have been generated by AI, then the student will not receive a grade for their essay during the grading meeting. Instead, these students will then be granted 7 days to resubmit a new essay.

Deadline Accommodations

- Students who fail to meet the deadline for the thesis/outline or draft assignment will receive a ⅓ grade penalty on their final grade.
- Students are required to complete each stage of the assignment by the deadline.
- **Anyone** who needs an emergency 24 hour deadline extension for the thesis/outline or the first draft must contact Dr. Flanigan at least 4 hours before the Friday night deadlines to request an extension.

Exam (20%)

The Registrar sets the final exam time and date. Information about the final is posted online. There will be an optional review session before the exam period.

Note Taking Accommodations for the Review Session

- **Anyone** can use laptops during the review session.
- **Anyone** can record the review session.

Testing Accommodations

- Students are required to complete the exam at the designated time, using Bluebooks.
- Students with **DANs** that include access to a laptop, extra time, or a quiet test taking environment must make arrangements with the office of disability services to take the final at the testing center.
    - Students are responsible for making an appointment with the testing Center at least 4 days prior to their test date (they are encouraged to review their syllabus at the beginning of the semester and book everything all at once, but this is not a requirement).
    - Students should schedule the testing appointment so it overlaps with their peers, or starts at the same time, to preserve an equitable experience.
    - Here is the website where a student with a DAN can [book the testing center](#) for the final exam.

This syllabus may be revised throughout the semester.

Academic Integrity

Students may not use course materials from previous versions of this course, and students may not distribute the course materials (e.g. exams) without authorization.

Students must complete every assignment on their own unless otherwise specified.

Students may not use artificial intelligence to assist with writing assignments.

Students must comply with the UR honor code.

Students may not submit work from previous courses for this course.

UR 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." https://studentdevelopment.richmond.edu/student-handbook/honor/index.html

Jepson AI Policy

All assignments are expected to be the student's original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences. This means that no student is to use, rely on or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), produced by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission).

Policies

Materials

All readings are on Perusall. You can print the readings and bring them to class.

Laptops and iPads are not permitted in class.

All course materials will be provided in class.

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/

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

Support 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

(asc.richmond.edu): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: On-Call Online Tutors
(https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb**). Email** Roger Mancastroppa (rmancast@richmond.edu) **and** Hope Walton (hwalton@richmond.edu) **for appointments in academic and life skills to request a Zoom conference.**

Boatwright Library Research Librarians:

 (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing,

evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email (library@richmond.edu), text (804-277-9ASK), chat, or Zoom (by appointment).

Career Services

 (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services

(caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services

 (disability.richmond.edu) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

Speech Center

(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. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center

(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.