

## **LEAD 7304: Leadership and Ethics (CRN 21201)**

Fall 2017

Six Saturday meetings from 9am to 3pm (dates below) in Irby 101.

**Instructor: Prof. Peter J. Mehl**

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Office hours: 2:30 -4:00 Tuesday and Thursday. Cell: 269-8391 (if urgent)

The best way to meet with me is by appointment, call or email to set one up.

Virtual office hours: 8am-9pm. I check email regularly and can almost always respond within a few hours.

### **Course description:**

The course will examine morality in the context of issues that arise in the study of leadership. What is good leadership? This is a central question that takes us directly into ethical considerations. We will begin with an introduction to philosophical ethics; this will ensure that we all have a good grasp of the lay of the land. Sandel's book is an especially good introduction and his approach is relevant for leadership studies. Next we move to Nussbaum's book. Not only are we studying her book to grasp the human capabilities approach but to see how normative social and political thinking impacts leadership. Finally, we want to increase our practical moral wisdom as it directly affects leadership. For this objective, we will use Ciulla's collection of readings and cases. The topics Ciulla covers will be ones central to this course: moral challenges of power and self-interest; virtue and vice, public and private, in the morality of leaders; duties of leaders and followers; leadership for the greatest good; the moral psychology of leadership; and leadership and culture.

### **Objectives:**

- Demonstrate an understanding of the core perspectives in Anglo-American ethics, such as utilitarianism, Kantian views, libertarianism, Aristotelian views, etc.
- Demonstrate an understanding of some central issues in social and political thought.
- Be able to apply these ethical perspectives to social issues and cases.
- Demonstrate an understanding of the human capabilities approach as developed by Nussbaum.
- Demonstrate an understanding of alternative approaches to social and human development.
- Be able to apply these theories to contemporary social issues.
- Demonstrate an understanding of the central issues in the ethics of leadership: power and self-interest, private and public morality of leaders, the moral psychology of leadership, and leadership and culture.

### **REQUIREMENTS**

#### **Required Readings**

Sandel, M.J. (2009). *Justice: What's the right thing to do?* New York, NY: Farrar, Straus, and Giroux.

Nussbaum, M.C. (2011). *Creating capabilities: The human development approach.* Cambridge, MA: Belknap.

Ciulla, J.B. (2002). *The ethics of leadership*. Belmont, CA: Wadsworth.  
 M.L. King Jr. "Letter from Birmingham Jail"

[https://web.cn.edu/kwheeler/documents/Letter\\_Birmingham\\_Jail.pdf](https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf)

Any additional readings, most of which are found on our course website.

### Supplemental Readings

#### **Readings in Ethics and Social/Political Philosophy:**

Frankena, W. K. (1963). *Ethics*. Englewood Cliffs, NJ: Prentice-Hall.

Rachels, J., & Rachels, S. (2007). *The elements of moral philosophy*. Boston, MA: McGraw-Hill.

Rawls, J. A. (1971). *A Theory of Justice*. Cambridge, MA: Harvard University Press.

Flanagan, O. J. (1991). *Varieties of moral personality: ethics and psychological realism*.

Cambridge, MA: Harvard University Press.

Sen, A. (1999). *Development as freedom*. Array, NY: Knopf.

Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*.

Cambridge, UK: Cambridge University Press.

Wolff, J. & De-Shalit, A. (2007). *Disadvantage*. New York, NY: Oxford University Press.

#### **Sandel and books related to his communitarian perspective:**

Sandel, M. J. (1998). *Liberalism and the limits of justice*. Cambridge, UK: Cambridge University Press.

Sandel, M. J. (2012). *What money can't buy: the moral limits of markets*. Array, New York: Farrar, Straus and Giroux.

Bellah, R. N. (1985). *Habits of the heart: Individualism and commitment in American life*. Berkeley, CA: University of California Press.

MacIntyre, A. (1984). *After virtue: a study in moral theory*. Notre Dame, IN: University of Notre Dame Press.

#### **Moral psychology:**

Haidt, J. (2006). *The happiness hypothesis: finding modern truth in ancient wisdom*. New York, NY: Basic Books.

Haidt, J. (2012). *The righteous mind: why good people are divided by politics and religion*. New York, NY: Pantheon.

### Writing

Writing assignments are noted in the schedule below; more detail will be provided. They are due as noted in the schedule. These assignments should be computer-generated, stapled together and double-spaced. (If you email me your work, I will always acknowledge receipt; if you do not get my acknowledgement, I did not receive it!) Written work is due on the date indicated; each day late lowers your grade by 10 pts.

### Participation and Presentation

Needless to say, this course will entail a good bit of reading and writing, but it will also require serious public discussion. Such discussion can be personally upsetting, as we are often discussing controversial topics, but please remember that if we keep our emotions in check and respect one another we can have a civil discussion over such topics. This is something all leaders need to master! In any event, that is what is needed for a philosophically rich discussion over

difficult social and political issues. Each student will present on a topic during the last two class sessions. Attendance is required; I allow one day absent without penalty.

#### Course Web Site: For Threaded Discussion, etc

For our threaded discussions, etc. go to the main [UCA web page \(www.uca.edu\)](http://www.uca.edu) and log in to My UCA and find our course on Blackboard. Regular participation in threaded discussions is required. I will take the lead in posting discussion issues and cases. But I may ask you to post issues and cases during the course too. The discussion threads will be “hidden” as we move on to new topics, so do not wait too long to weigh in; visit our site at least twice a week.

#### Course Grade

Written work	300 pts (3 @ 100 pts each)
Presentation	100 pts
In-class participation	100 pts
On-line participation (threaded discussion)	50 pts
<b>TOTAL POINTS POSSIBLE</b>	<b>550 points</b>

Course Grade Scale: Grades are determined against the standard grade scale. Above 90% of total possible point is an A, 80% – 89.9% a B, 70% - 79.9% a C, 60% - 69.9% a D, below 60% is an F.

Besides being morally wrong, **Plagiarism is not a wise policy**; it may result in a failing grade. Other academic policies can be found in the Student Handbook.

#### Recommended Resources

WWW sites of interest:

[Ethics Updates](http://ethics.sandiego.edu) [ethics.sandiego.edu] (For literature on ethics, theoretical and applied.)

Try a test of your Moral Psychology: [The Morality Test](http://www.outofservice.com/) [www.outofservice.com/]

Or, participate in a Harvard study: [The Moral Sense Test](http://moral.wjh.harvard.edu/index.html) [moral.wjh.harvard.edu/index.html]

See our Blackboard site for some links to Sandel and Nussbaum; google them to find more interesting videos and articles.

#### Class schedule

##### **For first Saturday, September 9<sup>th</sup>**

Introduction to the course: syllabus, applied moral philosophy, social and political thought, and stocking your “moral toolbox.”

Read: Sandel, first five chapters. (You can skip pp. 124-129.) Although Sandel titles his book *Justice*, it could also be titled an Introduction to Public Ethics, or Thinking about Social Morality, as it is an introduction to normative thinking as well as a subtle argument for a specific approach to normative thinking (although Sandel does not reveal this very explicitly until near the end). I will provide some questions that will inform your reading, and which you will answer in writing.

Read M.L. King Jr., “Letter from Birmingham Jail” And bring a copy to class.

[http://web.cn.edu/kwheeler/documents/Letter\\_Birmingham\\_Jail.pdf](http://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf)

**Note** that for some of the classic authors Sandel discusses, sections from their primary writings can be found in Ciulla's text, such as Rawls, Mill, Kant, and Aristotle. I propose that we use these as optional companion readings to the sections in Sandel's book; I will call your attention certain sections in these primary sources.

Classic readings: Sandel's chapter 2 on Utilitarianism see, Mill, "What Utilitarianism is," pp 143-151 in Ciulla; for chapter 3 on Libertarianism, see Rand, "Why Self-Interest is Best," pp. 44-52 in Ciulla; and for chapter 5 on Kant, see "Good Will, Duty and the Categorical Imperative," pp. 94-109 also in Ciulla. In addition, the story that Sandel notes, "The Ones Who Walk Away from Omelas," on pp. 40-41, is reproduced in full in Ciulla's text on p. 161.

### **For second Saturday, September 23<sup>rd</sup>**

Finish reading Sandel and turn in written work. As noted above, I will provide a list of questions for you to answer in your critical evaluation of Sandel.

Classic readings: Sandel's chapter 6 on Rawls see, Rawls, "Distributive Justice," pp. 154-161 in Ciulla; Sandel's chapter 8 on Aristotle, see Aristotle, "Virtue Ethics," pp. 55-63 in Ciulla.

Watch and Discuss: *Ethics in America*: "My Brother's Keeper"

### **For third Saturday, October 7<sup>th</sup>**

Begin reading Nussbaum, *Creating Capabilities*. Read the preface and the first four chapters. Nussbaum's book is philosophically more difficult than Sandel, although she is a good writer. Pay close attention to comparisons to Sandel's views and arguments, noting similarities and differences. Although we are reading her book because it provides a good philosophical introduction to the human capabilities perspective that informs the Leadership Studies program, you will also discover that she is articulating a perspective on our social and political life that can inform our life as citizens as well as leaders.

Read: "The Universal Declaration of Human Rights" in Ciulla, pp. 256-263

### **For fourth Saturday, October 28<sup>th</sup>**

Finish reading Nussbaum and turn in written work. Answer my questions (previously distributed) in your critical evaluation of Nussbaum. Conclude discussion of Nussbaum's views.

Visit from Dr. Leah Horton, to discuss the extension of the capabilities approach by Wolff and De-Shalit, and by Dr. Horton with her research in Rwanda.

If we have time, watch and discuss some clips from "Half the Sky."

### **For fifth Saturday, November 11<sup>th</sup>**

Read selections from Ciulla, *The Ethics of Leadership*, as listed below.

I propose that we conclude with the selections from Ciulla's text that collect ethically informed essays that have a direct connection to leadership. Ciulla's text also includes a number of cases, and so brings us back to the details of our moral lives, especially as it unfolds in various public

contexts. Some philosophers argue that problematic social cases are the origin of all moral thought. I propose that we focus on the first three chapters this week, and the next three next week. I will ask each of you to lead the discussion of articles or cases as follows.

READ: Ciulla, Introduction: Ethics and the Study of Leadership

We will all read the following, with one person leading the discussion:

Case: "The Parable of the Saddhu"

Case: Plato, "The Ring of Gyges"

Article: Machiavelli, "The Qualities of Princes"

Article: Ann Rand, "Why Self-Interest is Best"

Case: Ciulla, "Sleazy or Stupid?" and Ciulla, "Does Personal Morality Matter?"

Article: Ludwig and Longnecker, "The Bathsheba Syndrome"

Article: Bennett, "The Conscience of Huckleberry Finn"

Case: Ciulla, "Innocent or guilty?" and Ciulla, "Is a Lie Always a Lie?"

Article: Williams, "Moral Luck"

Case: Arendt, "The Accused and Duties of a Law-Abiding Citizen"

### **For sixth Saturday, November 18<sup>th</sup>**

Again, we will all read the following and continue our discussion with one of you again presenting:

Case: Ciulla, "Prejudice or Preference?" and Case: Ciulla, "Corneas in the Congo"

Article: Weber, "Legitimate Authority and Charisma"

Case: Lindholm, "The Only Good You'll Ever See: Jim Jones and the People's Temple"

Article: Solomon, "The Myth of Charisma"

Article: Greenleaf, "The Servant as Leader"

Article: Burns, "The Structure of Moral Leadership"

Article: Midgley, "Trying Out One's New Sword"

Article: Bailey, "Values, Beliefs and Leadership"

Case: Marquis and Ciulla, "Fuller's Dilemma: Street Children and Substance Abuse"

Article: Berlin, "The Pursuit of the Ideal"

Final written work due. This final piece will be a critical and creative examination of an issue or problem from a leadership context where you bring to bear the readings we have done to date.

Please let me know what you plan to examine before you begin your work.

My concluding thoughts on ethics, the capabilities approach and leadership.

UCA adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, contact the Office of Disability Support Services at 450-3135.

### Title IX Disclosure

*If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"),*

*the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>. \*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.