**MORAL LEADERSHIP**

**RELG 3485**

JPortmann (M 3:30-4:30, W 6:15-7:15 in Gibson 361) Spring 2014

MW 2:00-3:15 Gibson 341

Exploration of moral ways of inspiring and influencing other people. Special attention to the thought of Machiavelli, Nietzsche, Al Gore, and Oprah; styles of leading; the role of the so-called global elite in contemporary world affairs; the media; censorship; the Internet; globalization; and going to war. *What is the definition of leadership? What does traditional religious observance have to do with the definition? What is the role of judgment in moral leadership?*

Requirements: informed class participation; three brief exams; final 8-12-page paper. Please note that no laptops will be allowed in this seminar.

1. 13 January

Introduction (Mark Sanford, Joe Paterno, Bernard Madoff, John Ensign, Chip Pickering, Lance Armstrong, UVa Board of Visitors 2012, David Petraeus)

**PART ONE: DEFINITION / CONCEPT**

2. 15 January Machiavelli, *The Prince*

For what reasons do you think this brief text has become a classic in the West? What are Machiavelli’s principle arguments? What do you make of them? What does Machiavelli argue about ethical ideals? about the ideal leader?

[MLK holiday, 20 January]

3. 22 January Machiavelli, *The Prince* (part II)

What does evil have to do with moral leadership and what solution(s) does Machiavelli propose? What role might luck play in moral leadership? Aristotle once wrote, “For it is not sufficient to know what one ought to say, but one must also know how to say it.” Do you agree or disagree? Can you articulate different leadership styles? Which one do you endorse?

4. 27 January Nietzsche, *On the Genealogy of Morals* (first half)

How does this text and its advice differ from or conform to *The Prince*? How does Nietzsche deconstruct the very notion of moral leadership? What hope does he leave us with?

5. 29 January Nietzsche, *On the Genealogy of Morals* (second half)

How is it possible to speak of moral leadership after Nietzsche? What does

Nietzsche mean by the idea of making your life a work of art? What does beauty

have to do with morality?

6. 3 February David Rothkopf, *Superclass: The Global Power Elite and the World They Are Making*

What do wealth and power have to do with moral leadership? (pp. 3-50, 77-110)

7,8 4 February MAKE-UP CLASS, 5:00-7:30pm, Clemons 407

John Patrick Shanley, *Doubt*

*If you cannot make this session, simply submit to me a 5-8pp. critical response to the film –putting it in the context of our readings-- by 5:00pm on 17 February.*

9. 5 February *Superclass* (part II) (pp. 289-323)

[**first reading exam**]

**THE LEADER HIM/HERSELF**

10. 10 February Lee Siegel, “Thank You for Sharing: The Genius of Oprah”

How does Oprah measure up as a moral leader? How well has she used her considerable power?

11. 12 February Nancy Franklin, “Oprah’s World” *(The New Yorker);* Jessica Grose, “Life in the Time of Oprah”

No class: 17, 19 February (already made up)

**WOMEN IN LEADERSHIP**

12. 24 February Anne-Marie Slaughter, “Why Women Still Can’t Have it All”

**PART II: JUDGMENT**

**ON GIVING INCENTIVES TO ACT WELL**

13. 26 February Ruth Grant, from *Strings Attached*

**ENVIRONMENTAL DISASTER**

14. 3 March Garrett Hardin, “Living on a Lifeboat”; and

Naomi Zack, from *Ethics for Disaster*

Disaster ethics tend to focus on 1) consent; 2) compensation; and 3) due process. Why are they important?

**SEX SCANDALS**

15. 5 March Angus MacLaren, *Sexual Blackmail*

Sex undoes many moral leaders. What can leaders learn from studying downfalls? Does a nation have a right to meddle in a leader’s private life?

**>>SPRING BREAK 8-16 MARCH 2014<<**

16. 17 March *Sexual Blackmail* (part II)

**GLOBALIZATION**

17. 19 March Al Gore, *The Future*

18. 24 March Al Gore, *The Future* (part II)

**FUTURE OF POWER**

19. 26 March Moises Naim, from *The End of Power*

Joseph Nye, from *The Future of Power*

**ENVY OF THE LEADER**

20. 31 March Shakespeare, *Coriolanus* (video on reserve in RMC)

How can you lead people who envy you and want to see you fail? How can you lead people you yourself do not respect? **[second reading exam]**

**THE INTERNET**

21. 2 April Lori Andrews, *I Know Who You Are and I Saw What* *You Did: Social Networks and the Death of Privacy*

Today’s leaders must understand social networks. How can social networks work for and against you? What does privacy have to do with moral leadership?

22. 7 April Lori Andrews (part II)

**WAR**

23. 9 April Karl Marlantes, *What It is Like to Go to War*

Machiavelli avers that the most important decision a leader ever makes is whether to go to war. What makes war so important?

24. 14 April Marlantes, *What It is Like to Go to War* (part II)

**CATCH-UP DAY**

25. 16 April no assignment! / Paper Workshop I

**DISCRIMINATION**

26. 21 April Deborah Hellman, from *When Is Discrimination Wrong?*

**RECAP: WHAT IS MORAL LEADERSHIP?**

27. 23 April Deborah Rhode, *“*Where is the Leadership in Moral Leadership?”

How does Rhode define moral leadership? What is moral awareness and what does it have to do with cognitive biases and socialization? How can we best promote moral leadership?

28. 28 April **third reading exam /** Paper Workshop II

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**GRADING**: Naturally, attendance in seminar is mandatory. Three or more absences will result in the automatic lowering of your course grade (which is not to say that a single absence makes no difference to it).

class participation 20%

3 reading exams (each at 10%) 30

final paper (8-12 pp.) 50

The final paper will be due at 5:00pm on 5 May as an email attachment to me ([Portmann@virginia.edu](mailto:Portmann@virginia.edu)). I will deduct ½ a mark for every day it is late (beginning at 5:01pm on 5 May). You must choose your own final paper topic; you are expected to demonstrate intellectual independence here. You may choose to focus on one particular topic (and delve more deeply into the book from which the reading was taken) or to link together two or more themes explored in the seminar.

No one will be allowed to make up a reading exam without pledging a statement referencing medical care from a physician.

The only class participation that counts toward your grade is that which occurs in seminar and over the class listserv. The Garrett Hall “Take a Professor to Lunch” program, laudable as it is, does not count. Nor does speaking to me after class or in my office count toward class participation. A “chip shot” in seminar will not help you (a “chip shot” sounds like, “I really liked this article” or “I agree with what she just said”). If you feel uncomfortable speaking in front of your peers, this seminar is not for you.

**ADDITIONAL READING**

Andrew Carnegie, *The Gospel of Wealth*

Robert Coles, *Stories about Moral Leadership*

Deborah Rhode, *Moral Leadership: The Theory and Practice of Power, Judgment, and Policy*

Erasmus, *Christian Prince*; John F. Kennedy, *Profiles in Courage*

Kenji Yoshimo, *Covering: The Hidden Assault on Our Civil Rights*

Marissa Mayer, *The Charisma Myth*

Jeanette Kennett and Dean Cocking, “Friendship and Moral Danger”

John Mueller, *Atomic Obsession*

C. Wright Mills, *The Power Elite*

Maurizio Viroli, *Machiavelli’s God*

Erica Benner, *Machiavelli’s Ethics*

Jim Collins, *From Good to Great*

Martin Gilens, *Affluence & Influence*

Mia Bloom, *Dying to Kill*

Viktor Mayer-Schönberger, *Delete: The Virtue of Forgetting in the Digital Age*

Christopher Hood, *The Blame Game: Spin, Bureaucracy, and Self-Preservation*

Jonathan Ladd, *Why Americans Hate the News Media and How it Matters*

Patricia Churchland, *Braintrust: What Neuroscience Tells Us about Morality*

Max Bazerman & Ann Tenbrunsel, *Blind Spots: Why We Fail to Do What’s Right and What to Do about It*

Philip Galanes, *Social Qs: How to Survive the Quirks, Quandaries and Quagmires* *of Today*

Lotte Asvold and Sabine Roeser, *The Ethics of Technological Risk*