

Policy, Ethics, and Public Leadership

POS 3263/Spring 2020/TUR 2306

Dr. Angela F. McCarthy

MWF | 4 (10:40am- 11:30am)

Office: 207 Anderson

Office Hours: Monday & Wednesday (11:30am – 3:00pm) & by appointment

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“Lead me, follow me, or get out of my way.”

George Patton

“Men make history and not the other way around. In periods where there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better.”

Harry S. Truman

COURSE DESCRIPTION

Do leaders make ethical policy decisions? What are the factors that influence corruption and scandal? Are political policies *ethical*? This course is designed to introduce students to public policy, ethics, and leadership. The first part of the course takes a philosophical approach where we discuss the relationship between public policy and morality—focusing on the criteria to assess policies. We will also discuss whether political policies satisfy moral standards. The second half of the course focuses on public leadership and the role of ethics in political decision-making. We will explore corruption and scandal, leadership, political power, and ethics in the legislative process. Throughout the semester, we will “bring philosophical reasoning to bear on a series of highly important policy areas” (Wolff 2020, 6).

COURSE OBJECTIVES

- address a framework to assess contemporary public policies including benefit, effectiveness, fairness, fidelity, and legitimacy (Welch 2014)
- discuss unethical conduct, corruption, and scandal
- focus on how leadership decisions influence policymaking
- examine the “unrealistic and contradictory expectations from the public about how politicians should behave” (Medvic 2013)

Thus, the course is divided into four units:

Unit 1: Ethics

Unit 2: Corruption

Unit 3: Leadership

Unit 4: Defending Politicians

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REQUIRED READINGS

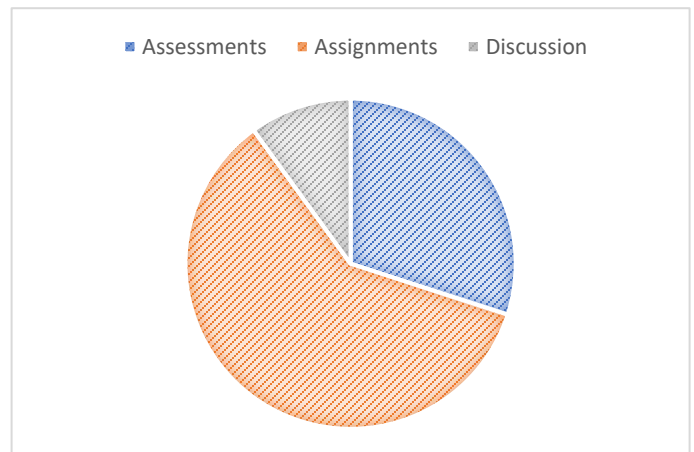
1. Ethics and Public Policy: A Philosophical Inquiry (Johnathan Wolff)
2. A Guide to Ethics and Public Policy: Finding Our Way (D. Don Welch)
3. The Powers to Lead (Joseph S. Nye Jr.)
4. In Defense of Politicians: The Expectations Trap and Its Threat to Democracy (Stephen Medvic)
5. Additional Canvas readings

COURSE REQUIREMENTS

Assessments: 30%. There are **2** assessments. Each assessment is worth 15% of your final grade. Read the assigned materials for the exams. During class, we will discuss the assessment questions and answers.

Assignments: 60%. There are **12** weekly assignments. Each assignment is worth 5% of your final grade. There will be one bonus assignments.

Class discussion: 10%. You are expected to participate in class discussion: ask questions, construct arguments, engage in critical discussion.



ASSIGNMENT DESCRIPTION

Assessments: 30%. See "Course Schedule" for assessment dates. Prior to the assessment period, you will receive a list of 10 terms. You will write a two-paragraph response for each term. This is an open book assessment. However, there are guidelines for your assessments. Details on Canvas.

Assignments: 60%. Assignments are worth more than exams. Take assignments seriously. On Mondays, I will provide students with an assignment prompt. Students must complete assignments by **Friday at Noon**. You are required to submit assignments via Canvas. Assignments are time stamped. Late assignments are not graded. REPEAT: Late assignments are not graded. *I'm serious about this.* If you miss class, do not e-mail me to ask about the assignment. You will need to ask a classmate or someone who is privy to the assignment details. I will NOT provide the details to someone who is not in class. Again, late assignments are not graded.

Class discussion: 10%. Discussion grades are based on your contribution to the class.

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COURSE SPECIFICS/DETAILS

Grading scale: 93.0 to 100 A, 90.0 to 92.9 A-, 87.0 to 89.9 B+, 83.0 to 86.9 B, 80.0 to 82.9 B-, 77.0 to 79.9 C+, 73.0 to 76.9 C, 70.0 to 72.9 C-, 67.0 to 69.9 D+, 63.0 to 66.9 D, 60.0 to 62.9 D-, below 60.0 E.

Office Hours: Students are welcome to attend the scheduled office hours. My office is (almost) always open for students to discuss their grades, weekly assignments, or chat about policy, ethics, and leadership. If the scheduled office hours do not fit your schedule, then let's make an appointment. I am happy to accommodate your scheduling needs.

Late work: **Late work is not accepted.** If you find yourself unable to complete your assignments on time, email me as soon as possible. I reserve the right to make an exception, provided there is valid documentation. Of course, students can make up exams and assignments due to a university obligation, illness, death of a family member, or civic duties. Students who miss an assignment and have a valid excuse are given **three days** after the missed assignment to arrange a makeup. Otherwise, you are not allowed to make up the assignment. Without a valid excuse, you are not allowed to make up assignments. *No exceptions.*

Attending class: Class attendance is required and expected. You will need to fulfill your commitment and obligation to be in class and on time every day that class is held. **Exception: do not come to class ill.** If you think that you are ill then stay home, get some rest, go to the doctor, and recover. We will make arrangements to accommodate your missing class. Note: you are responsible for completing missed assignments. See the "Late work" discussion for more information.

Recordings: Please see the Student Honor Code. Students are not allowed to record or video record lectures without my permission.

Electronics: Feel free to use laptops and tablets during lectures. However, you may be doing yourself a disservice. See [Attention, Students: Put Your Laptops Away](#). If social media proves to be disruptive to the learning environment, then I will limit the use of electronic devices in the course.

Evaluations: Evaluations are part of our course. To ensure the highest quality of education for the entire UF student body, students are expected to provide feedback on their satisfaction with the course.

Tentative: Life is often unpredictable. This syllabus is subject to change. This is to protect the needs of both the instructor and the students.

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UNIVERSITY POLICIES

Students with Disabilities. The University of Florida is committed to providing accommodations for students with disabilities. If you have a disability which may require accommodation, contact the [Disability Resource Center](#) (352-392-8565).

Academic Honesty. It is your responsibility to refrain from cheating, academic misconduct, and/or plagiarism. If you are uncertain about your responsibilities or you are questioning your academic integrity, then contact me immediately. Visit the [Dean of Students Office](#) for an explanation of plagiarism, student conduct, and conflict resolution.

Counseling and Wellness Center. If you feel that you need emotional support, then contact information for the [Counseling and Wellness Center](#).

UNIVERSITY CALENDAR

January 6	Classes Begin
January 6 – 10	Drop/Add and Late registration
January 20	No Class: Martin Luther King, Jr. Day
February 29 – March 7	No Class: Spring Break
April 10	Drop Deadline and Withdrawal deadline
April 11	Faculty Course Evaluation Period Opens
April 22	Drop/Add or Withdraw from Spring Courses (must petition college)
April 22	Classes End
April 23 & 24	Reading Days
April 24	Faculty Course Evaluation Period Closes
April 25 – May 1	Final Exams
May 1 – May 3	Commencement

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SCHEDULE AT A GLANCE

Unit 1	WEEK 1 – WEEK 5	ETHICS
Unit 2	WEEK 5 – WEEK 6	CORRUPTION
Unit 3	WEEK 7 – WEEK 11	LEADERSHIP
Unit 4	WEEK 12 – WEEK 15	DEFENDING POLITICIANS
SUMMARY	WEEK 15 – WEEK 16	ETHICS AND LEADERSHIP

COURSE SCHEDULE

WEEK 1 **Course Introduction**

- 1-6: Syllabus
- 1-8: Welch: Chapter 1: Introduction
- 1-10: Wolff: Preface and Introduction

WEEK 2 **Ethical Discourse**

- 1-13: Welch: Chapter 2: Ethical Discourse and Public Policy
- 1-15: Welch: Chapter 3: Defining the Good: Benefit
- 1-17: Wolff: Chapter 1: Scientific experiments on animals
Assignment #1

WEEK 3 **Ethical Discourse**

- 1-20: No Class
- 1-22: Welch: Chapter 4: Stewardship of Resources: Effectiveness
Welch: Chapter 5: Serving Justice: Fairness
- 1-25: Wolff: Chapter 2: Gambling
Assignment #2

WEEK 4 **Ethical Discourse**

- 1-27: Welch: Chapter 6: Honoring Commitments: Fidelity
- 1-29: Welch: Chapter 7: Ownership of Problems: Legitimacy
- 1-31: Wolff: Chapter 3: Drugs
Assignment #3

WEEK 5 **Corruption and Scandal**

- 2-3: Welch: Chapter 8: Benchmarks and Moral Discernment
- 2-5: Rosenson, Beth. "Unethical Political Behavior Viewed Through the Lens of U.S. House Ethics Investigations, 1798-2011," *Public Integrity*, Summer 2014, Vol. 16, No. 3, pp.227-242.
Rosenson, Beth. "The Effect of Political Reform Measures on the Perception of Corruption," *Election Law Journal*, 2009, Vol. 8, No. 1, pp. 31-46.
- 2-7: Wolff: Chapter 4: Safety
Assignment #4

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WEEK 6 **Corruption and Scandal**

- 2-10: Susan Welch and John Hibbing, "The Effects of Corruption on Voting Behavior in Congressional Elections, 1982-1990." *Journal of Politics* (February 1997), Vol. 59, No. 1, pp. 226-239
- 2-12: Scott Basinger, "Scandals and Elections in the Post-Watergate Era." *Political Research Quarterly* (June 2013), Vol. 66, Issue No. 2, pp. 385-98
Alina Mungiu-Pippidi, "Controlling Corruption Through Collective Action." *Journal of Democracy*, January 2013, Vol. 24, No. 1, pp. 101-115
- 2-14: Wolff: Chapter 5: Risky New Technologies
Assignment #5

WEEK 7 **Leadership: Power**

- 2-17: Nye: Preface and Chapter 1: Leadership
- 2-19: Moe, Terry (2005), "Power and Political Institutions," *Perspectives on Politics*, 3(2), pp. 212-233.
Abraham Lincoln, "The Gettysburg Address" Nov. 19, 1863
Martin Luther King, Jr., April 16, 1963, "Letter from a Birmingham Jail"
- 2-21: Wolff: Chapter 6: Crime and punishment
Assignment #6

WEEK 8 **Leadership: Legislative Process**

- 2-24: Sinclair, Barbara (2017)
Chapter 1: Clean Air: An Introduction to How the Legislative Process Has Changed
Chapter 6: Why and How the Legislative Process Changed
Chapter 10: The Consequences of Unorthodox Lawmaking
- 2-26: Wolff: Chapter 7: Health
- 2-28: **Assessment**

WEEK 9 **SPRING BREAK** Bonus Assignment

WEEK 10 **Leadership: Types and Contextual Intelligence**

- 3-9: Nye: Chapter 3: Types and Skills
- 3-11: Nye: Chapter 4: Contextual Intelligence
- 3-13: Wolff: Chapter 8: Disability
Assignment #7

WEEK 11 **Leadership: The Good and The Bad**

- 3-16: Nye: Chapter 5: Good and Bad Leaders
- 3-18: Nye: Appendix: Leadership: A Dozen Quick Take-Aways
- 3-20: Wolff: Chapter 9: The Free Market
Assignment #8

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WEEK 12 Defending Politicians

- 3-23: Medvic: Preface and Chapter 1: The Problem
- 3-25: Medvic: Chapter 2: The Sources of Anti-Politician Sentiment
- 3-27: Wolff: Chapter 10: The future of Work
Assignment #9

WEEK 13 Defending Politicians: Public Lives

- 3-30: Medvic: Chapter 3: The Public Lives of Politicians: Do Politicians Pander?
- 4-1: Medvic: Chapter 4: The Public Lives of Politicians
- 4-3: Wolff: Chapter 11: Poverty
Assignment #10

WEEK 14 Defending Politicians: Private Lives

- 4-6: Medvic: Chapter 5: The 2011 Debt Ceiling Debate: A Case Study
- 4-8: Medvic: Chapter 6: The Private Lives of Politicians: Ambition and Hypocrisy
Medvic: Chapter 7: The Private Lives of Politicians: Dishonesty
- 4-10: Wolff: Chapter 12: Immigration
Assignment #11

WEEK 15 Ethics and Leadership Review: Conclusions

- 4-13: Medvic: Chapter 8: Rebuilding Trust in Politicians
- 4-15: Changsuk Ko, Jianhong M a, Roman Bartnik, Mark H. Haney and Mingyu Kang,
"Ethical Leadership: An Integrative Review and Future Research Agenda," Ethics &
Behavior (May 2017)
- 4-17: Wolff: Chapter 13: Conclusion: Connecting Philosophy and Public Policy
Assignment #12

WEEK 16: Assessment

- 4-20: **Assessment**
- 4-22: Reading Days
- 4-24: Reading Days