

POS 3263: Policy, Ethics, and Public Leadership – Spring 2019

MWF – Period 4 (10:40-11:30am)

Room – Anderson Hall 134

Dr. Kevin Baron

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Office Hours: Monday, Noon – 2pm

Thursday, 9 – 11 am

By Appointment as Needed

Office: 224 Pugh Hall (Bob Graham Center)

SYLLABUS

Goal: The basic premise of this course is that public leaders, including those who work in the public interest in the private sector, bear a special responsibility to be ethical leaders. Recent events have highlighted the importance of such leadership, and the crises that arise when ethics are lacking in the public sector. Public leaders often face difficult ethical choices. Competition between competing values, such as efficiency and equity, are common, as are differences among elected officials, public managers and citizens about which values are most important in a given situation. Therefore, it is essential that public leaders understand the moral implications of their actions and are able to work through ethical dilemmas in a careful, reasoned and effective way.

Public leaders play a role in either making public policy, implementing public policy, or both. This added dimension offers a chance to critically examine the issues that face ethical decision making when those decisions will directly impact citizens at either the local, state, national, or even international levels. While much of the literature below focuses on the American presidency when it comes to leadership, we can extrapolate the characteristics, factors, and critiques in order to apply them to other leaders, whether they are elected or appointed officials, advocates, lobbyists, or business leaders seeking to make an impact on policy.

The second half of the course will take a more philosophical approach to understanding ethics in public life, and how our understanding of the world is influenced by our ethical choices, which are subjective to ourselves. Our own worldview provides the means of understanding how policy can be made to address any issue. Each week we will examine broad ethical conundrums in American life and how it is intertwined to policy development. Ultimately policy becomes a reflection of the values of society, which change over time. In a nation as large and diverse as the US, how is it that we, as a society, come to define what we value?

The idea is provide an understanding of how leaders and individuals engage ethically in seeking to address societal issues through public policy. Government at all levels seeks to solve collective action problems that plague society and communities. Leaders emerge on any policy issue to serve as a driver of specific policy solutions to address a problem, and each of us must evaluate the situation through our own ethical lens. At some point we must determine what kind of society we wish to live in, which means grappling with the proper role of government and politics, and the shared values we choose to act upon through policy.

Course objectives:

- To examine the relationship between democratic values and public leadership
- To develop an awareness of ethical issues and problems in the public sector
- To learn to apply ethical reasoning to the consideration of public policy issues
- To better understand how leadership impacts policymaking at different levels
- To reflect on how a democratic society defines values as expressed through policy

Class Philosophy: Learning is an active and interactive process. For this reason, the amount of time devoted to lectures will be minimal as needed. Many class sessions will consist of discussion and the development of our understandings of the intersection between ethical leadership and ethical policy making. It is essential that all students keep up with the readings and come to class prepared. Ask questions, support opinions and reasoned arguments with fact, and remember – it is fine to attack someone’s ideas, but not the person, respect for each other is essential for civil discourse. ***No phones will be allowed in class. While you can use a laptop or tablet for note taking, I strongly urge you to go old school and use a pen and paper. [Pen and paper note-taking](#) has been proven to help you remember and understand the material far better than using electronics, as it forces you to analyze and summarize content.

Requirements:

1. 1 Reading Presentation and Class Discussion Leader, including questions (10%) – 100 points
 - a. For this assignment you will choose one reading during the semester, write a brief summary analysis that includes several discussion questions. You will send this to the class no later than the night before the class day you present. You will give a 5 minute summary to the class, and lead the class discussion on that reading.
2. 2 case studies (40%, worth 20% each) – 100 points each, 200 points
 - a. See the “How to Write a Policy Case Study” page at the end of the syllabus. The purpose is to delve into a specific policy issue, examining the context and background, the specifics of the policy, an analysis of the policy impacts, and room for improvement. Resources and additional instructions will be available through Canvas.
3. Midterm (20%) – 100 points
 - a. Take home essay. Instructions in Canvas.
4. Final exam (20%) – 100 points
 - a. Take home essay. Instructions in Canvas.
5. Class participation (10%) – 100 points

Grades will be assigned based on the following scale:

100 – 93% = A	82 – 80% = B-	69 – 68% = D+
92 – 90% = A-	79 -78% = C+	67 – 63% = D
89 – 88% = B+	77 – 73% = C	62 – 60% = D-
87 – 83% = B	72 – 70% = C-	59% and Below = E

Assignments are expected to be turned in on the due date, either by hard copy, submitted through Canvas (UF e-learning), or email. One letter grade per day (not class days) will be taken off for late papers unless you have obtained prior approval for a different date due to special circumstances or have a documented illness or family emergency. Please do not hesitate to let me know if you have some type of special circumstance, but you must do so before the due date unless it is an emergency. Communication is key. Attendance, assignments, and make-up work will adhere to UF policies and standards, available here <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Your grade for class participation depends not only on physical presence (role will be checked at the beginning of most classes), but also your active participation in class and your "class manners." This means being on time, refraining from side discussions and other distracting behavior and respecting each other's viewpoints. We will be discussing controversial issues about which many people have strong opinions and beliefs so mutual respect is critical for the success of the class. It is fine to attack someone's ideas/positions, but not the person. Personal attacks will not be tolerated.

The easiest way to reach me is to come by during office hours or through e-mail. If my office hours are not convenient, I am always happy to set a time to meet. Please do not hesitate to ask me for a scheduled appointment. If you have any special needs, please let me know so that we can work together to make this class a success.

Students with Disabilities: If you have special needs, you must register with the Disability Resource Center, <https://drc.dso.ufl.edu/>, so that you can be provided the necessary accommodations to ensure your success. You must inform me at the beginning of the semester and provide me with a copy of your letter. I will work with you to be successful in this course.

Please do not ask me specific questions about your assignments or grades outside of office hours. Federal privacy rules (FERPA) prohibit any discussion that can be heard by others. FERPA also prohibits me from sending grades through e-mail.

Honor Code of Conduct: UF students are expected to uphold the highest standards of academic honesty. Requirements, expectations, and violations can be found here: <https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>. It is your responsibility to know UF policies and procedures, and you should hold yourself to the highest standards.

"There is nothing noble in being superior to your fellow man; true nobility is being superior to your former self." ~Ernest Hemingway

Readings:

Nye, Joseph S. Jr. (2008 reprinted 2010). *The Powers to Lead*. New York: Oxford University Press.

Sandel, Michael J. (2009) *Justice: What's the Right Thing to Do?* New York: Farrar, Straus and Giroux.

Other readings as assigned. Certain readings will be available through [UF e-Learning](#) (Canvas). Articles for this course can be found through the UF Library Website or via Google Scholar. Either way, you will

also want to ensure you have VPN access from your home or personal computer as readings will only be available to you through the UF system - <http://www.uflib.ufl.edu/login/vpn.html>

If you are in need of tutorials on how to use the Library website, resources are available here <http://www.uflib.ufl.edu/tutorials/catalogtutorials.html>

Class Schedule: (subject to revision as we go through the semester)

Part 1: Introduction and basics

January 7: Introduction

January 9: What type of ethical dilemma does a public leader face?

January 11: The Intersections of Public Leadership and Societal Values in Policymaking

*****Policy Case Study 1 Assigned*****

Medicinal and Recreational Marijuana

January 14 – 18: Definitions of leadership

- Nye, preface and chapter 1
- Behn, Robert, D. "Public Purpose and Public Leadership," in *Governing: States and Localities*, February 21, 2007. <http://www.governing.com/columns/mgmt-insights/Public-Purpose-and-Public.html>
- Fred Greenstein, *The Presidential Difference*, Chapter 1
- Sinclair, Barbara (2017), "How the Legislative Process Has Changed (Chpt. 1)" in *Unorthodox Lawmaking* pages 1-9.

January 22 – 25 (Jan. 21 is a holiday): Leadership and power

- Nye, chapter 2
- Moe, Terry M (2005), "Power and Political Institutions," in *Perspectives on Politics*, 3(2), pages 215-233. <https://www.jstor.org/stable/pdf/3688027.pdf>

SPEECHES:

- **REQUIRED** - Abraham Lincoln, "The Gettysburg Address" Nov. 19, 1863 <http://voicesofdemocracy.umd.edu/lincoln-gettysburg-address-speech-text/>
- **REQUIRED** - Martin Luther King, Jr., April 16, 1963, "Letter from a Birmingham Jail" http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

OPTIONAL:

- Thomas Jefferson, First Inaugural Address, March 4, 1801 http://avalon.law.yale.edu/19th_century/jefinau1.asp
- Frederick Douglass, "The Hypocrisy of the Nation Must be Exposed" July 4, 1852 <http://www.historyplace.com/speeches/douglass.htm>

- Sitting Bull, Tatanka Yotanka (Hunkpapa Sioux), 1882, “The life my people want is freedom”
http://www.wwnorton.com/college/history/america7/content/multimedia/ch19/research_01c.htm
- Anna Howard Shaw, June 21, 1915, “The Fundamental Principle of a Republic”
<http://www.americanrhetoric.com/speeches/annahowardshawprinciplerepublic.htm>
- Franklin Roosevelt, January 6, 1941 State of the Union “Four Freedoms”
<https://millercenter.org/the-presidency/presidential-speeches/january-6-1941-state-union-four-freedoms>
- Lyndon Johnson, March 15, 1965, “Special Message to Congress: The American Promise”
<http://www.lbjlibrary.org/lyndon-baines-johnson/speeches-films/president-johnsons-special-message-to-the-congress-the-american-promise/>
- Ronald Reagan, June 12, 1987, “Tear Down This Wall” READ:
http://www.au.af.mil/au/awc/awcgate/speeches/reagan_berlin.htm or WATCH:
<https://www.youtube.com/watch?v=5MDFX-dNtsM>

January 28 – Feb. 1: Types and skills

- Readings: Nye, chapter 3
- Lepsius, M. Rainer, “The Model of Charismatic Leadership and Its Applicability to the Rule of Adolf Hitler” in *Totalitarian Movements and Political Religions*, Sept. 2006, Vol. 7, Issue 2, pages 175 – 190.
- Edwards III, George C., “Does the Messenger Matter? The Role of Charisma in Public Leadership” in *Congress and the Presidency*, March 22, 2002, 29(1), pages 25-46

February 4 – 8: Contextual intelligence

- Readings: Nye, chapter 4
- Matthew Kutz, “Toward a Conceptual Model of Contextual Intelligence: A Transferable Leadership Construct” in *Leadership Review*, Vol. 8, Winter 2008, Pages 18-31.
- Hall, Peter A., “Policy Paradigms, Social Learning, and the State” in *Comparative Politics*, April 1993, 25(3), Pages 275-296.

***** Case Study One due February 10 by 11:59pm *****

February 11 – 15: Good and bad leaders in time

- Readings: Nye, chapter 5 and appendix
- Alice H. Eagly and Linda L. Carli, “The female leadership advantage: An evaluation of the evidence,” *The Leadership Quarterly*, Sept. 2003, pp. 807-834
- Stephen Skowronek and Fred Greenstein Debate – “Presidential success and failure have more to do with political time than with a president’s character and leadership qualities,” in *Debating the Presidency*, Chpt. 7, edited by Richard Ellis and Michael Nelson.

February 18 – 22: Creating an Ethical Society

- Sandel, chapter 1

- Goodwin, Geoffrey P. and John M. Darley, “The Perceived Objectivity of Ethical Beliefs: Psychological Findings and Implications for Public Policy,” in *The Review of Philosophy and Psychology*, June 2010, 1(2), pages 161-188.

MIDTERM ASSIGNED FEB. 22.

February 25 – March 1: Promoting public welfare and policy to solve collective action problems

- Sandel, chapters 2 – 3
- Titmuss, Richard M. (1974), “What is Social Policy” <http://rszarf.ips.uw.edu.pl/welfare-state/titmuss.pdf>
- Hardin, Garrett, “The Tragedy of the Commons,” in *Science* 1968, pages 1243-1248. <http://cescos.fau.edu/gawliklab/papers/HardinG1968.pdf>

*****MIDTERM DUE MARCH 1 by 11:59pm*****

*****Spring Break - March 4 to 8*****

March 11 – 15: Markets and morals

- Sandel, chapter 4
- Dan Arel, “Is a military draft the moral thing to do?” in *Patheos*, Sept. 8, 2014. <http://www.patheos.com/blogs/danthropology/2014/09/is-a-military-draft-the-moral-thing-to-do/>
- Kelly, Erin and Frank Dobbin, “Civil Rights Law at Work: Sex Discrimination and the Rise of Maternity Leave Policies” <http://bit.ly/2gCHGvt>
- Lenhoff, Donna R. “Family and Medical Leave in the United States: Historical and Political Reflections” Oct. 1, 2004 <http://bit.ly/2gCnN7O>

March 18 – 22: Are there universal human rights?

- Sandel, chapter 5
- The Declaration of Independence <https://www.archives.gov/founding-docs/declaration>
- United Nations, *Universal Declaration of Human Rights*, Dec. 10, 1948 <http://www.un.org/en/universal-declaration-human-rights/>
- Jack Donnelly, “Cultural Relativism and Universal Human Rights,” *Human Rights Quarterly*, Issue 4, 1984, pp. 400-419.

*****Case Study Two due March 24*****

Gun control – concealed carry on campus and the 2nd Amendment

March 25 – 29: Liberty and Justice for all, or, are all residents of the US equal?

- Sandel, chapter 6 and 7
- Michael Kryzanek and Ann Karreth, “Race Relations and Racial Politics” Chapter 8 in *The 25 Issues That Shape American Politics* (2018), pages 126-140.

- Ta-Nehisi Coates, “The First White President” in *The Atlantic*, Oct. 2017
<https://www.theatlantic.com/magazine/archive/2017/10/the-first-white-president-ta-nehisi-coates/537909/>
 - George Packer Responds to Ta-Nehisi Coates
<https://www.theatlantic.com/notes/2017/09/ta-nehisi-coates-george-packer-white-president/539976/>
 - Ross Douthat, “Ta-Nehisi Coates and the Alternatives to Dispair,”
<http://nyti.ms/2wiX1M8>

April 1 – 5: What do we deserve? And may we never get it...

- Sandel, chapter 8
- Aaron Edlin, Andrew Gelman, and Noah Kaplan, “Voting as Rational Choice: Why and How People Vote to Improve the Well-Being of Others,” in *Rationality and Society*, 2007, 19(3), pages 293-314
http://www.stat.columbia.edu/~gelman/research/published/rational_final7.pdf
- Ethicists say voting with your heart, without a care about the consequences, is actually immoral (opinion). <https://qz.com/717255>
- Political Party Platforms, from The Presidency Project – Examine the party platforms of the post-War period. Start with 1948 and move forward through 2016, you do not need to read in detail, but take a look at how much has changed, and how much was never achieved.
<http://www.presidency.ucsb.edu/platforms.php>

April 8 – 12: Can we play nice, or, what do we owe each other?

- Sandel, chapter 9
- Phillip L. Martin, “Trump and U.S. Immigration Policy” in *California Agriculture*, Jan. 2017, 71(1), pages 15-17. <http://calag.ucanr.edu/archive/?article=ca.2017a0006>
- Anna Maria Mayda and Giovanni Peri, “The Economic Impact of US Immigration Policies in the Age of Trump,” pages 69-77 <http://bit.ly/2y77CLc>
- Priscilla Alvarez, “A Brief History of America’s ‘Love-Hate’ Relationship with Immigration” in *The Atlantic*, (opinion) Feb. 19, 2017
<https://www.theatlantic.com/politics/archive/2017/02/donald-trump-immigration/517119/>
- Dara Lind, “What Obama did with migrant families vs. what Trump is doing.” June 21, 2018. From Vox, <https://www.vox.com/2018/6/21/17488458/obama-immigration-policy-family-separation-border>

April 15 – 19: What is the common good and how do we achieve it?

- Sandel, chapter 10
- Robert Putnam, “Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America” (1995) in *PS: Political Science and Politics*, pages 664-683
<http://www.jstor.org/stable/pdf/420517.pdf?refreqid=excelsior%3A099a9c633f35c27ebe31cda6734f8ba4>
- Rodney E. Hero, “Social Capital and Racial Inequality in America” in *Perspective on Politics*, March 2003, pages 113-122

<http://www.jstor.org/stable/pdf/3687817.pdf?refreqid=excelsior%3Ab943cb21fdd4055c0b19220505ab8605&acceptTC=true>

- Matthew N. Atwell, John Bridgeland, and Peter Levine, *Civic Deserts: America's Civic Health Challenge*, from the National Conference on Citizenship, 2017. <https://www.ncoc.org/wp-content/uploads/2017/10/2017CHIUpdate-FINAL-small.pdf>

April 22 – 24: Bringing it all back home, or, so how do we understand continuity and change?

- Larry Dodd (2012), "Congress as Public Mirror" in *Thinking About Congress*, Chapter 1
- Adam D. Sheingate (2003), "Political Entrepreneurship, Institutional Change, and American Political Development" in *Studies in American Political Development*, pages 185-203.
<http://bit.ly/2h5LWaH>

*****Final Exam due April 29 by 11:59pm*****

HOW TO WRITE A CASE STUDY:

A case study analysis requires the same amount of research as a traditional academic paper, but it is written and analyzed differently. There are four major sections for a case study analysis: the problem, the solutions implemented, the results, and the analysis of the results. The fourth section often includes recommendations for achieving better results in a similar situation. The case studies you write for class will include recommendations.

In many case studies there is more than one problem. Any major issue can be broken apart into multiple smaller issues or problems. The key here is to carefully examine the issue, think about it and conduct some initial research before you decide on which aspect of the problem you wish to analyze. The problem identification is important because it is the basis for the rest of the analysis.

The next step is to describe what steps were taken to resolve the problem. Because this is a class on policy, leadership and ethics, you should focus on these types of issues. For example, Congress created the fiscal cliff (Budget Control Act) in 2011 to force itself to take action on taxes and spending after the 2012 election. If this was the topic of the case study, you could focus on issues such as whether or not this was an appropriate action by Congress (leadership) or whether the provisions were equitable (ethics). You will need to examine if there were previous policies (or attempts) that were implemented to address your problem, what they were, and if there were impacts. Often legislation goes through multiple versions over years before actually policy is passed. You will also need to provide the context for these policy actions, meaning what was going on at the time socially, politically, economically, that were influencing the issue and policy.

In the third section, describe the results of the actions taken to resolve the problem. Be sure to stick to the problem or problems that you identify in the first section. This will ensure that your paper is focused. What were the results and how were those results achieved – think leadership for this, as in, who was supporting the policy and what did they do to get results. In our earlier example, if your topic was whether or not Congress exercised appropriate leadership in writing the Budget Control Act, you might examine how the House and Senate leadership proceeded to implement the legislation.

Finally, analyze whether the steps taken to resolve the problem were adequate in terms of leadership and ethics, meaning, did the policy make an impact? Did it have the consequences it was supposed to or were there unintended consequences? Have new problems arisen related to this policy? If you find that there were deficiencies, develop recommendations to correct them in case a similar problem occurs again, make a policy recommendation that you think would work. This is where you may be creative and insightful. There is never one single correct answer, although there are certainly some wrong ones! Your analysis should end with conclusions that can be drawn from the study.

Since these case studies will be government oriented, be sure to check official documents sources as well as academic and secondary sources.

Although this is not a formal term paper, I expect proper format (e.g. Chicago or APSA), a bibliography that lists all the sources you reviewed, citations and correct grammar and spelling. Do not use Wikipedia as a source!

GRADING CRITERIA:

As I grade papers and any other take-home work I consider the following questions:

1. Does the assignment follow the requirements? This one seems easy, but each semester I get work that does not follow the requirements.
2. Is the topic clearly defined and adequately explored? In other words, do you know exactly what you are writing about and have you looked at all sides of the issue?
3. Is the analysis done with thought and creativity? I do not want you to simply take someone else's analysis and state it in your words; you should take time to think about the topic and reach your own analysis and conclusions.
4. Is there a succinct summary at the end of the written assignment?

An "A" assignment follows all the requirements, has excellent sources (for papers) and is written with outstanding thought and creativity.

A "B" paper follows all of the requirements, has more than adequate sources and is well thought out, but does not have the outstanding analysis of an "A."

A "C" paper meets all the requirements and has adequate sources and, but has flaws in the writing and/or analysis.

A "D" paper meets all the requirements, but has less than adequate sources, may have serious writing flaws and the analysis is not well developed.

An "F" does not meet the requirements and is a disaster. I have rarely received "D" or "F" papers in this class, but there have been a few.

Adequate sources means that you have made an attempt to review the best literature on your subject including books, academic journals and Internet sources. No paper should **have less than ten**. Better papers use a wider variety of sources to ensure that all aspects of the topic are covered. Remember, some sources will simply be used as background for your paper. Others will be quoted. Both types should be included in your bibliography. The UF Library website is your go-to starting place – if you are unfamiliar or need tutorials on resources, go to <http://cms.uflib.ufl.edu/>.

Do not use Wikipedia as a source! I do not grade papers that use Wikipedia. Much better Internet sources are government sites, those with an "edu," peer referenced journals in the library's holdings and the like. Web sites posted by interest groups are fine as long as you understand their bias. You need to demonstrate an understanding of information sources and the differences between academic or peer-reviewed sources, legitimate news sources, opinion, online resources, and others.

Class Participation:

You will receive points for every class that you attend (with the exception of the drop/add week and the last class). You will also receive points for active participation in the class. I retain the discretion to add or detract points for participating or not participating throughout the semester for your final grade.