University Studies
Cluster Proposal Cover Sheet
2004-2005

Cluster: Leadership for change
Title of course: Political and legal issues of Ethical Leadership
Course Number: ___________________________
Proposing Faculty: Norwell & Morgan
Cluster Coordinator: ___________________________

Cluster Course to New Cluster
Other clusters this course is assigned to:

Non 'U' course proposed to Cluster
Removal

UNST Committee-- PASS: Yes □No □
If no, reason: ___________________________

UCC Committee-- PASS: Yes □No □
If no, reason: ___________________________
Political and Legal Issues of Ethical Leadership

It is quite possible for a surgeon with impeccable ethical standards in his professional life to be an absolutely irresponsible parent, a compulsive gambler, an incorrigible lecher, and so forth. Unless we are willing to acquiesce in the same possibility for government managers, we shall not make much progress in developing meaningful ethical standards for [public] managers....

John Rohr

While public morality thus in part reflects, incorporates, and is influenced by private moralities, in another respect it is sharply distinguished from, and in slight or greater conflict with, private values....The morality of democratic government in its administrative aspects turns first of all, then, on orientation to the uniquely public interest.

Paul Appleby

Simple corruption in government...represents the stuff of popular scandals in the modern state, but it is presumptuous to think that this represents the full range of ethical disorders to which the state is susceptible...Every political order contains, as a necessary principle of its own integrity and significance, a systematic ethical view...which consists of the system of public authority that defines right and wrong in the realm of politics.

William J. Meyer

AIM AND PURPOSE OF THE COURSE

[Cartoon images of political humor]
Judging right from wrong in political life isn't always an easy task; but is it any more difficult than judging right from wrong in our private affairs? For example, when is it appropriate to take a loved one off life support systems? Is it okay to tell a three-year-old that there is a Santa Claus or tooth fairy? How is this different than withholding information from your parent or your six-year-old daughter that they have only six months to live? All of these examples illustrate the difficulty of drawing lines between "acceptable" and "unacceptable" lies. In our private lives most of us accept some version of the notion of "white lies" - the telling of stories or withholding information because it is seen as serving a larger good without corrupting our souls or the souls of those who are the object of our "white lies".

To what extent do these problems of making moral judgments in our private lives find their parallel in political life? For example, is it okay to tell a band of terrorists holding hostages that if they give up, they will be put on a plane and sent to a country of their choice (without telling them that this applies only to those judged innocent by a jury)? When does one's personal flaws and failings as an individual become relevant for judging his/her worthiness to hold a position of political trust and leadership?

On first glance, we are all inclined to use our personal standards of ethics to judge the acts of public officials, expecting perhaps a somewhat higher level of integrity and trust than is applied to non-public persons. But Rohr, Meyer and Appleby argue that we are wrong in failing to distinguish public from private morality. Does such a distinction make sense, and if it does, what are its implications? Perhaps most important of all, what is the basis for distinguishing between "public" and "private" ethics"? Where do we draw the line between doing "what is legal" and "doing what is right"? And how does "what is right" as a public leader differ from "what is right" as a private individual? These are the questions that will provide the central focus of concern for this course on "Political and Legal Issues of Ethical Leadership".

The course is organized into two sections. In the first half of the course we will explore the criteria by which we should determine whether someone is an ethical political leader. Since there are many different types of political leadership, we will need to consider whether different ethical standards are appropriate for judging different kinds of leadership styles and settings. For example, should an Abraham Lincoln be judged by the same standards as a George Bush or Bill Clinton? We will complete section I of the course by developing an Ethical Leadership Diagnostic that we will apply to case examples in the second half of the course.

The second part of the course is the longest and consists of case application presentations by major political leaders who have faced significant ethical dilemmas in their public leadership roles. After spending a session listening to a presentation of the major ethical dilemmas they faced in their leadership career, we will use the next class session to diagnose the case problem, using the Ethical Leadership Diagnostic we have developed in the part of the course.
SUMMARY OF COURSE REQUIREMENTS

1. 20% - Short Paper on Section I of the Course
2. 25% - Case Application Diagnostic on Section II of the Course
3. 35% - Final Reflective Essay
4. 20% Quality of Class/WebCT Participation
5. Optional Case Application Diagnostic for Section II of the Course. You may write additional papers for section II of the course. We will use the highest grade received on the case application exercise for calculating your final grade for the course.

1. Short Paper on Section I of the Course - 20%

During the first half of the course we will examine various models of political leadership and the characteristic ethical dilemmas that arise from each type of leadership. Through our collective efforts we will prepare an Ethical Leadership Diagnostic, which we will use to diagnose the ethical leadership of one (1) of the following individuals:

**Hillary Clinton:** To what extent should her involvement in the Travelgate and Whitewater scandals affect her worthiness as a political leader

**Abraham Lincoln:** To what extent did Lincoln's unwillingness to abolish slavery constitute an ethical failure or ethical success as a political leader?

**Thomas Jefferson:** To what extent should Jefferson's relationship with one of his slaves, Sally Hemming, and his failure to free his personal slaves affect our judgement about Jefferson's greatness as a leader?

**The Reverend Jessie Jackson:** To what extent should Jessie Jackson's untrustworthiness as a husband affect our judgment about his trustworthiness as an ethical political leader?

**A person of your own choosing** and approved by course instructors

To complete this assignment you need to do the following:

1. Do a web search of the person you have chosen and spend no more than two hours reading materials relevant to the question posed for that person.

2. Use the Ethical Leadership Diagnostic to identify:
   (a) The type of leader the person represents.
   (b) The ethical framework(s) appropriate for judging this type of political leader.
   (c) A summary conclusion of the initial lessons you have drawn thus far about ethics and political leadership.

The assignment is **due February 6th**.
2. 25% - Case Application Diagnostic on Section II of the Course (limited to 1,500 words, approximately six pages doubled-spaced)

The case application paper requires you to use the Ethical Leadership Diagnostic developed in Section I of the course to analyze one of the live case presentations by a public leader. This paper should be limited to 1,500 words (approximately six pages doubled-spaced). Use the following guidelines in preparing your case application paper: http://www.eli.pdx.edu/Morgan/GuidelinesCaseAppPaper.html

The case application paper is due the week following the session you choose for analysis. Turn your case application paper into the instructor in charge for the case presentation session.

3. 35% - Final Reflective Essay (limited to 3,000 words, approximately 12 pages).

The final paper is a reflective essay that provides you with an opportunity to integrate the class discussions, readings, and case presentations into a summary set of lessons learned. You may choose any number of the following combination of formats around which to organize your final paper:

1. A comparative case discussion.
2. A single case illustration.
3. A narrative essay organized around some central themes, issues, or lessons.

Regardless of the format you choose, your final paper will be judged on the basis of the following criteria:

1. The quality of writing and organization of your paper.
2. The extent to which your paper demonstrates insightful understanding and application of the course readings.
3. Your successful understanding and use the Ethical Leadership Diagnostic developed in the course.

The final assignment is due Thursday, March 20th.

4. 20% - Quality of WebCT/Class Participation

In addition to the quantity of your presence in class, we will judge the quality of your presence through your participation in WebCT and class discussions and group exercises. You will derive the most benefit from WebCT by using it as a tool to help you with your assignments. Weekly WebCT questions ask you to reflect on aspect of the course readings or speaker presentations. Your answers to the questions and those of your fellow classmates, as well as, all responses and inquiries to one another will serve as an open dialogue and means to further your understanding of the course material.
You are expected to answer at least five WebCT questions of your choosing during the term and thoughtfully respond to the opinions of others at least five times more during the course.

INSTRUCTOR CONTACT INFORMATION

Katrina Norvell: 725-9585; e: katrina@pdx.edu 570F URBN
Office hours: Wednesdays, 10 – 11 a.m. or by appointment.

Douglas Morgan: 725-8217; e:morgandf@pdx.edu; 670N URBN
Office hours: By appointment.
COURSE SYLLABUS

REQUIRED READINGS for Purchase:


Martin Benjamin, *Splitting the Difference: Compromise and Integrity in Ethics and Politics* (University Press of Kansas, 1990)

Handout materials: Additional materials will be distributed or will be made available through web access.

SECTION I: WHAT IS ETHICAL LEADERSHIP?

January 7th

*WebCT Study Questions (Answer only 1 of the following):*

1. What is most important to you in judging the ethical behavior of elected officials?
2. Do you think elected officials should be held to a different set of ethical standards than we use for our friends? Our family? Fellow citizens?

January 9th  An Introduction to the Basic Types of Political Leadership

➢ Charismatic
➢ Situational
➢ Transformational v. Transactional

*Required Readings:*

Northouse, Chapters 1, 4 and 8.

*WebCT Study Questions (Answer one):*

1. What are some of the strengths and criticisms of the situational and transformational approaches to leadership as cited by Northouse? In your opinion, how are aspects of charismatic and visionary leadership subsumed in the transformational approach?

2. Review one of the cases included at the end of chapters 4 and 8 and answer the questions related to that case.
January 14th  Some Basic Ways of Thinking About Ethics

- Principle-based ethics
- Interest-based ethics
- Integrity-based ethics

**Required Readings:**

Benjamin, Chapters 1 – 3.

**WebCT Study Questions:**

1. Based on your experience, what types of ethical conflict do you think political officials most commonly face?
2. What are the differences in the kind of ethical challenges faced by charismatic, transformational and transactional leaders?

January 16th  Some Basic Ways of Thinking About Ethics (Continued)

- Public v. private ethics
- Universal v. situational ethical standards

**Required Readings:**

Kohlberg, “Stages of Moral Development”
http://www.eli.pdx.edu/Morgan/kohlberg.html


Benjamin, Chapter 4.

(*To be emailed by D. Morgan in advance of due date.)

**WebCT Study Questions (Answer one of the following):**

1. To what extent should political leaders be judged by universal as opposed to regime-specific ethical standards?
2. Which of the articles assigned for this session came closest to representing your view of how political leaders should be judged?
January 21st  The Ethics of Situational v. Charismatic Leadership

Required Readings:


Morgan and Shinn, “Public Service Leadership Traditions”
http://www.eli.pdx.edu/Morgan/leadershipmodels.PDF

Northouse, Chapter 12

WebCT Questions (Answer one of the following):

1. What are some recent examples of Meyer’s distinction between “corruption” and “tyranny”?
2. What are the ethical implications of each of Morgan/Shinn’s public service leadership traditions?
3. Why is ethics a central component of leadership? What are some of the principles of ethical leadership cited by Northouse and give examples of how they are important.

January 23rd  The Ethics of Transformational v. Transactional Leadership

Required Readings:

*Review Bill Grace, “Ethical Leadership: In Pursuit of the Common Good”
*Review Morgan and Shinn, “Public Service Leadership Traditions”
http://www.eli.pdx.edu/Morgan/leadershipmodels.PDF

Review Northouse Chapter 8

(* To be emailed by D. Morgan in advance of due date.)

WebCT Question:

Review all of the readings from previous sessions and prepare a summary of the ethical criteria you think should be used in judging the various types of
leadership. For example, what are the appropriate criteria for judging the ethical responsibility for each of the following kinds of political leaders: charismatic, situational, transformational and transactional.

SECTION II: CASE PRESENTATIONS OF ETHICAL DILEMMAS BY POLITICAL LEADERS

January 28th

Summary Discussion on Ethical Leadership and Preparation of an Ethical Leadership Diagnostic

Central Question for Session: What are the ethical requirements for different types of leadership?

Required Reading:

*Ethical Leadership and Followership handout

Review all readings for previous sessions and prepare a summary of the major types of leadership that have been identified.

(* Will be distributed in advance of due date by K. Norvell.)

January 30th

Central Question for Session: Reviewing and applying the Ethical Leadership Diagnostic.

Required Readings:

Review all of the readings from previous sessions and prepare a summary of the ethical criteria you think should be used in judging the various types of leadership.

February 4th

Ethical Case Presentation by a Public Official
Required Readings: Readings will be assigned based on recommendation of case presenter.

February 6th

Case Debriefing:

Required Readings:

Readings will be assigned based on the nature of the case presented for discussion.

WebCT Study Question (Answer one of the following):

1. What type of leadership did the case presentation most resemble?

2. How would you assess the ethical way in which the case problem was resolved?

3. How did the case alter your thinking about the challenge of making ethically correct decisions? Case Debriefing

Required Readings:

Readings will be assigned based on the nature of the case presented for discussion.

February 11th

Ethical Case Presentation by a Public Official

Required Readings: Readings will be assigned based on recommendation of case presenter.

February 13th

Case Debriefing:

Required Readings:

Readings will be assigned based on the nature of the case presented for discussion.

WebCT Study Question (Answer one of the following):

1. What type of leadership did the case presentation most resemble?
2. How would you assess the ethical way in which the case problem was resolved?
3. How did the case alter your thinking about the challenge of making ethically correct decisions?

February 18th

Ethical Case Presentation by a Public Official

Required Readings: Readings will be assigned based on recommendation of case presenter.

February 20th

Case Debriefing:

Required Readings:

Readings will be assigned based on the nature of the case presented for discussion.

WebCT Study Question (Answer one of the following):

1. What type of leadership did the case presentation most resemble?
2. How would you assess the ethical way in which the case problem was resolved?
3. How did the case alter your thinking about the challenge of making ethically correct decisions?

February 25th

Ethical Case Presentation by a Public Official

Required Readings: Readings will be assigned based on recommendation of case presenter.

February 27th

Case Debriefing:

Required Readings:

Readings will be assigned based on the nature of the case presented for discussion.
WebCT Study Question (Answer one of the following):

1. What type of leadership did the case presentation most resemble?

2. How would you assess the ethical way in which the case problem was resolved?

3. How did the case alter your thinking about the challenge of making ethically correct decisions?

March 4th

Ethical Case Presentation by a Public Official

Required Readings: Readings will be assigned based on recommendation of case presenter.

March 6th

Case Debriefing:

Required Readings:

Readings will be assigned based on the nature of the case presented for discussion.

WebCT Study Question (Answer one of the following):

1. What type of leadership did the case presentation most resemble?

2. How would you assess the ethical way in which the case problem was resolved?

3. How did the case alter your thinking about the challenge of making ethically correct decisions?

March 11th

Central Question for Session: What kind of leadership is best for the future of our system of democratic governance?

Required Readings:


James McGregor Burns, "Transactional and Transforming Leadership"
March 13th

Integrating Leadership and Ethics

Central Question for Session: What are the central lessons you have learned from this course about political leadership?

Required Readings:

Summary review of course readings.