

**Ethics and Leadership**  
**The Evergreen State College MPA Program**  
**Winter 2013      4 Credits**

**Meeting Dates & Times:** Mondays, 6-10pm  
**No Class January 21; No Class February 18**

**Meeting Location:** SEM II A3107

**Faculty Member:** Doreen Swetkis

**Office:** Lab I, Room 1015

**Office Hours:** By appointment

**Phone:** 360-867-5320

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**Course Description**

In this course you will be given the opportunity to work through issues relevant to management of people in public and nonprofit organizations, and the fundamental role professional ethics plays in those issues. We will examine different ethical frameworks relevant to professional settings in order to provide a context to help you more clearly understand the interactions you observe in your workplace, and help you consider possible appropriate actions in ambiguous and complex situations. This course will examine some dilemmas you could encounter as a leader, dilemmas without one best solution. You will not walk away with a set of answers to these situations; however, one goal of the course is to have you recognize how your moral compass influences the professional ethical choices you may have to make. Another goal is to explore other influences at your disposal when making (and justifying) ethical decisions.

**Learning Objectives**

1. Situate the practices of ethical behavior and leadership within contemporary organizational, political, and economic contexts.
2. Appreciate alternative opinions, values, beliefs and reasoning processes when resolving ethical dilemmas, demonstrating effective leadership or practicing social responsibility;
3. Integrate a practice of ethical reasoning, effective leadership and social responsibility;
4. Investigate and seek to understand yourself in the context of ethics and leadership;
5. Improve analytical and writing skills related to practices of ethical behavior and leadership.

**Texts**

1. Broome, John. (2012). *Climate Matters: Ethics in a Warming World*. ISBN: 978-0-393-06336-3. W. W. Norton & Company, Inc. Hardback.
2. Dovi, Suzanne. (2007). *The Good Representative*. ISBN: 978-1-4051-5578-6. Blackwell Publishing. Hardback.
3. O'Leary, Rosemary. (2006). *The Ethics of Dissent: Managing Guerrilla Government*. ISBN: 978-0-253-22047-9. CQ Press. Paperback.
4. Sharp, Brett S., Aguirre, Grant & Kickham, Kenneth. (2011). *Managing in the Public Sector: A Casebook in Ethics and Leadership*. ISBN: 978-0-13-603975-4. Pearson. Paperback.
5. Stivers, Camilla. (2008). *Governance in Dark Times: Practical Philosophy for Public Service*. ISBN: 1-58901-197-X. Georgetown University Press. Paperback.

## Course Method

This course combines substantive readings with case exercises, workshops, guest presentations, films, and other activities.

## Assignments

### Reflective Papers: due each class meeting

For a variety of reasons, it is helpful to be required to do some reflective writing on reading assignments. Sometimes this is required in the form of a journal; sometimes in readings/reflection papers. This is not an exercise to “check” to see if you have read the text (that is clear in seminar); this is about providing an opportunity for you to deeply reflect upon the topic for the day and the reading materials, to tease out the important themes and arguments, to check that with your personal experiences (this is an intellectual activity, not a personal journal) and to reflect upon the meaning of the readings to and for you. Balance your reflections so that they include reference to all the readings for that week.

Each class session, submit a short 3-5 (double-spaced) page reflection paper on the topic of the day and the readings, using the guidelines listed in the above paragraph. At different points in the quarter, we may exchange reflective papers as a prompt for discussion. Therefore, these papers must be completed and brought to class in hard copy. No late reflection papers will be accepted.

### IRAC Outlines of Cases: due each class meeting

For each of the cases assigned, you are to follow the four steps that outline the IRAC method for case analysis described on page 14 of the Sharp, Aguirre & Kickham text. Your outlines should be about ½ page per case. We will spend time during class examining the assigned cases, and the IRAC method should be useful in facilitating analysis of the cases. Therefore, these outlines must be completed by the time we meet for class, with hard copies ready to submit. No late case outlines will be accepted.

### Essay: Topic presented to faculty for approval, 2/4; Essay due 3/11/13

Choose a topic in the area of Ethics and Leadership (note the “and” is not an “or”), in the public or nonprofit service. Research your topic thoroughly (internet citations as your only references will not be accepted). Write a scholarly essay on this topic that includes a thesis, arguments to support your thesis, references to the literature in your topic area and references to current “real-world” events. This is not an opportunity to soap-box or to bully-pulpit around your favorite issue; of interest is an intellectual perspective on important topics related to ethics and leadership, not personal opinions.

In short, this is an opportunity to practice the kind of work that will often go into a “policy briefing” paper. It is a myth that these papers are objective; all policy perspectives have a perspective. The fine art of producing writing that is effective in moving agendas/perspectives forward comes from building good, solid arguments (supported by evidence) for the perspective being argued. Your final paper should be 12-15 double-spaced pages. You must use APA in-text and reference list citation style.

## Expectations, Credit & Evaluation

Students will come prepared and attend every class on time, actively participate in class, and submit assignments on time. **Please note: there will be no accepted absences for this**

**course. There are two national holidays when we do not have class, resulting in only eight (8) class meetings. Students must attend all eight (8) classes for full credit.**

There are no substitutions for participating in the learning community; this is something that goes along with how we teach at Evergreen. In essence, you can not “make up” a missed class, the way you can in other institutions.

All students are expected to support and contribute to a well functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program.

Your written work must be of the highest quality—clear, with accurate grammar and spelling. Honor space limitations by distilling your thoughts and editing your writing rather than by reducing your font size and margins. Give yourself time to write drafts. You may benefit from consulting The Writing Center, partnering with a colleague to proofread your work, or working with the graduate assistant (details forthcoming) assigned to help with student writing.

Students will receive four (4) credits at the completion of the course if all expectations and course requirements have been successfully completed. Plagiarism (i.e., using other peoples work as your own without acknowledging the source), missing class, failing to complete one or more assignments, completing one or more assignments late, etc., may be grounds for denial of credit.

Students are required to submit a self-evaluation and a faculty evaluation. You can submit these evaluations to me via email, the Moodle upload link or email the MPA program secretary at [lab2support@evergreen.edu](mailto:lab2support@evergreen.edu). An evaluation conference is optional.

*I reserve the right to make changes to this syllabus.*

**TENTATIVE Class Schedule. Look on Moodle for updates.**

	<b>Topics</b>	<b>Potential Activities</b>	<b>Readings/Assignments</b>
<b>1/7</b>	Frameworks	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Intro Lecture</li> <li>• Case Study</li> <li>• Seminar</li> </ul>	<p><b>Readings:</b>            Sharp, et al: Introduction            Stivers: Part I            Bayles: on Moodle            Cooper: on Moodle  <b>Due:</b> Reflective Paper</p>
<b>1/14</b>	Organizational Leadership	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case Study</li> <li>• Guest Speaker/Film</li> <li>• Seminar</li> </ul>	<p><b>Readings:</b>            Sharp, et al: Chapter 2            Stivers: Part II &amp; III            Harvard KS: on Moodle  <b>Due:</b> Reflective Paper &amp; Case Outlines (IRAC method)</p>
<b>1/28</b>	Guerrilla Government	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Workshop/Case Study</li> <li>• Guest Speaker</li> <li>• Seminar</li> </ul>	<p><b>Readings:</b>            Sharp, et al: Chapter 9            O’Leary: ALL  <b>Due:</b> Reflective Paper &amp; Case Outlines (IRAC method)</p>
<b>2/4</b>	Ethics, Leadership & Diversity	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Workshop/Case Study</li> <li>• Guest Speaker/Film</li> <li>• Seminar</li> </ul>	<p><b>Readings:</b>            Sharp, et al: Chapter 10            Dovi: Chapters 1-3  <b>Due:</b> Reflective Paper, Case Outlines (IRAC method), Proposed Paper Topic</p>
<b>2/11</b>	Ethics & Democratic Leadership	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Workshop/Case Study</li> <li>• Guest Speaker/Film</li> <li>• Seminar</li> </ul>	<p><b>Readings:</b>            Sharp, et al: Chapter 5 <b>or</b> 8            Dovi: Chapters 4-end  <b>Due:</b> Reflective Paper &amp; Case Outlines (IRAC method)</p>
<b>2/25</b>	Ethics in a Global Context	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Workshop/Case Study</li> <li>• Guest Speaker/Film</li> <li>• Seminar</li> </ul>	<p><b>Readings:</b>            Sharp, et al: Chapter 12            Broome: ALL  <b>Due:</b> Reflective Paper &amp; Case Outlines (IRAC method)</p>
<b>3/4</b>	Nonprofit Ethics & Leadership	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Workshop/Case Study</li> <li>• Guest Speaker/Film</li> <li>• Seminar</li> </ul>	<p><b>Readings:</b>            Sharp, et al: Chapter 11  <b>TBD</b>  <b>Due:</b> Reflective Paper &amp; Case Outlines (IRAC method)</p>
<b>3/11</b>	Interpretation, Discretion, Responsibility	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Film</li> <li>• Writing Exercise</li> <li>• Seminar</li> </ul>	<p><b>Readings:</b>            Alexander &amp; Richmond: on Moodle  <b>Due:</b>            Final Paper &amp; in class writing exercise</p>