

Department of Public and International Affairs
George Mason University
PUAD 700 Ethics for Public Administrators
Fall Semester 2008

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Prerequisite for this Course: The prerequisite for PUAD 700 is six graduate courses in the GMU MPA curriculum or a related graduate program.

Background on the Course: The study of ethics deals with the fundamental issues of right and wrong, good and bad, and moral duty or obligation. This is a fascinating time to be studying ethics. Over the past 10 years, we have witnessed financial scandals in private sector organizations, such as World Com and Enron, that have led to the collapse of these organizations. We have also witnessed scandals or missteps in nonprofit organizations, such as the United Way, the Red Cross, and the Nature Conservancy that have shaken public confidence in these organizations. In the public sector, lobbyists have been indicted for giving bribes to elected officials, and members of Congress have been indicted for accepting those bribes. Additionally, we have had acrimonious debates about whether President Bush, Vice-President Cheney, and other members of the administration lied to or misled the public about the extent to which Iraq and Saddam Hussein posed a threat to the security of the United States and its citizens. The attack on Iraq and the Bush doctrine of preemptive war also set-off an international debate about when (or whether) an “offensive” war is justified.

Purpose of the Course: This course will provide a graduate level introduction to the subject of ethics and a fast-paced examination of individual, group (professional), organizational, societal, and governmental ethics. For example, we will briefly examine the ancient roots of ethics, including philosophical and religious texts. In both sources, we can find very clear statements about what constitutes ethical behavior for individuals and groups, as well as statements about what elements are essential for a “just society.” We will look at the extent to which these ancient teachings or “commandments” are still followed and the extent to which they serve as useful guideposts for us in contemporary society.

We will also examine some of the “classics” in the relatively new literature focused on administrative ethics. Specifically, we will examine some of the ethical dilemmas or challenges public administrators have faced, and we will look at frameworks that might serve as useful tools for resolving these types of dilemmas. The social, economic, and political context in which administrators work will also be included in our study. For example, the values elected officials espouse, the way in which they behave, and the decisions they make not only set the value structure for our governmental system but also

establish priorities and constraints for public administrators. Likewise, the values, decisions, and behavior of private sector executives and organizations, the media, and nonprofit executives and organizations, shape the broader societal context in which public administrators work. Thus, they too are worthy of study for those interested in the relationship between ethics and public administration.

Along with an introduction to the study of ethics and an examination of ethical issues in politics, policy, and administration, this course also includes an emphasis on skill development. As articulated by the MPA faculty, MPA Program goals include the development of analytic skills, writing skills, verbal skills, group skills, and presentation skills.

Course Organization, Pedagogy, and Objectives: This course is divided into five topical areas; they are identified on the syllabus with a Roman numeral. The thematic focus of the course is centered on the relationship between the government/public service and the public interest. We will try to follow the calendar outlined in the syllabus as closely as possible, but, like any administrative plan, adjustments may be required by unanticipated events or circumstances.

Required readings and recommended readings are listed on the syllabus for each week and each topic. I will provide an introduction and overview of each topic at the beginning of each class period or at the end of the preceding class period. The majority of class time will be used to discuss required readings. We will read classics in the field, and we will read case studies. Class sessions will include student presentations on readings, paper topics, and case studies. The format we will use for these presentations will be provided in class.

If (or when) the key concepts, theories, or research findings from the readings are not being articulated clearly or effectively during class discussion or by presenters, I may stop the class and provide a mini-lecture. My preference is to avoid extended lectures. As a graduate student, you have the opportunity to participate in the important dialogue about ethics that is vitally important to the public interest. Your skills as a participant in that dialogue will develop more quickly if you and your classmates participate actively.

At the end of this course, you should be familiar with what some ancient and modern writers have considered core ethical values, you will have had an opportunity to think through which of those core values you think are most important, you will be familiar with frameworks that you can use to make decisions when you face an ethical dilemma in the work place, you will be more skillful at determining the extent to which ethical considerations or value trade-offs seem to guide or be a part of individual, group, organizational, societal, and governmental decision making, and you will be more aware of both the benefits and costs associated with ethical decision-making and ethical behavior. In addition to these knowledge outcomes, your writing, verbal, group, and presentation skills should be stronger at the end of the course than they were at the beginning, and your network among other MPA students, MPA faculty, alumni, and administrators should be larger.

Course Requirements: The work for this class consists of doing the required readings for each week, being prepared to discuss those readings in class, and, for most of the class, writing two papers (Option #1 and Option #2). You may also choose Option #3, in which you write a research proposal and a research paper. (The proposal must be submitted by week #4 and approved by week #5 if you are to pursue this option.)

Because the formal study of ethics is new terrain for most graduate students, the first (short) paper assignment is highly structured. Specifically, your task is to use the required readings as the sources for developing answers to the questions posed for the week. Additionally instructions for paper #1 and formatting requirements are provided on pp. 15 and 16.

Some structure is also provided for the second paper, but you have more discretion in this assignment with respect to the questions you address and material you cover. You will need to use required readings to answer the questions articulated on the syllabus, but you must also use at least one recommended reading.

I will ask you to sign up for the short paper topics during the second week of class and long paper topics during week five. Papers are due at the beginning of the class session for which you have written a paper. Once they are submitted, papers cannot be withdrawn. Papers turned late, but within 24 hours of the assigned class, will be penalized one letter grade; a two-letter grade penalty will be applied after 24 hours.

	Paper #1	Paper #2	
Option #1	30%: 7-8 page paper from weeks 1-7.	50%: 12-15 page paper from wks 8-14	20%: Class Disc.
Option #2	30%: 7-8 page paper from weeks 1-7.	50%: 12-15 page paper related to class materials* proposal due week #9	20%: Class Disc.
Option #3	20%: Research Paper Proposal (Due by class #4)	60%: 20-25 page research paper*	20%: Class Disc.

*For example, an examination of the ethical problems of a nonprofit executive or nonprofit organization, such as the United Way or Red Cross would be appropriate and useful. This paper must be original research, it cannot be a paper used for another class. A research proposal must be submitted by the fourth class session and approved by the fifth class. The paper is due on the last day of class.

Course Grades:

Course grades will be based on the following scale:

A+ = 100-98; A= 97-92; A-=91-90; B+=89-88; B=87-82; B-81-80; C+=79-78; C=77-72; C-=71-70; F=< 70. **All work for this course must comply with the **GMU Honor Code**.

Required Readings Available for Purchase at the GMU Bookstore:

Readings Packet

Bok, Sissela, *Lying: Moral Choice in Public and Private Life*

Bruce, Willa, *Classics of Administrative Ethics*

Gortner, Harold, *Ethics for Public Managers*

Krugman, Paul, *The Great Unraveling*

Plato, *Euthyphro, Apology, Crito*

Riccucci, Norma: *Unsung Heroes: Federal Execucrats Making A Difference*

Sophocles, *The Three Theban Plays*

Other Required Reading:

Kidder, Tracy, *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World*

Recommended Resource:

Strunk and White, *Elements of Style*

I. INTRODUCTION: LAW, RELIGION, POLITICAL SYSTEMS, THE OBLIGATIONS OF CITIZENS, AND JUSTICE

1. Law, Religion, Politics, and Moral Duty in Western Civilization

(Aug. 26)

Definition of Key Terms (Handout)

The Ancient Greeks (Sophocles and Plato)

a. What "principles" or beliefs did Antigone put above her obligation (moral duty) to obey the laws of the state? Did she think about the consequences of disobeying the law? Did Antigone make the right choice when she broke the law? Did she make the right choice when she refused to plead for her life--or try to persuade Creon (her uncle) that her cause was just?

What principles or beliefs formed the basis for Creon's decision to forbid the burial of Polynices (his nephew)? Did he think about the consequences of his decision? On what principles or beliefs did Creon make the decision to condemn Antigone (his niece) to death? Did he think about the consequences of his decision? Who attempted to persuade him to consider the consequences of his actions? What were the results of these efforts? Did Creon make the right choice in forbidding the burial of Polyices and in sentencing Antigone to death? What conception of justice seems to emerge from Sophocles' tragedy, *Antigone*? Is religious law or belief central to Sophocles' conception of justice?

b. What were the charges against Socrates? On what basis, or on what principles, did he defend himself? On what basis (principles or moral obligation) did Socrates' friends try to persuade him to flee prison and go into exile? On what basis (principles and or consequences) did Socrates refuse his friends' petition to flee prison and go into exile? Did Socrates make the right choice? What conception of justice seems to emerge from the story of Socrates? Is religious belief central to that conception of justice?

The Judeo-Christian Heritage (*The Bible*, Revised Standard Edition)

c. What religious laws or "commandments" are articulated in the Old Testament? Do these commandments provide a good moral foundation for individual and group behavior? On the basis of these commandments, how is "justice" defined? Should these commandments be incorporated into the laws of the state?

d. What religious laws or "commandments" are articulated in the New Testament? Do these commandments provide a good moral foundation for individual and group behavior? On the basis of these commandments, how is "justice" defined? Should these commandments be incorporated into the laws of the state?

Required Reading:

- a. Sophocles, *Antigone* (found in Sophocles, *Three Theban Plays*)
- b. Plato, *Euthyphro*, *Apology*, *Crito*
- c. *Old Testament*, Exodus, 20: 3-17 and 21: 23-25 (online)
- d. *New Testament*, Mathew, 5:38; 19:16; 22:36, and 25:35 (online)

Recommended Reading:

- a. "Greece and the Theater," in Fagles ed., Sophocles, *The Three Theban Plays*
- Sabine and Thorson, *A History of Political Theory*, 4th ed., Chapters 1-8
- Walzer, *Obligations: Essays on Disobedience, War and Citizenship* (1970)

2. Governmental Systems, Politics, Political Culture, and the Public Interest
(Sept. 2)

a. What, according to Dahl, is a 'democracy'? What unimpaired opportunities must citizens have if a government is likely to remain a democracy? What kinds of "institutional guarantees are required to sustain these opportunities? What, according to Dahl, are the principal types of governmental systems (regimes)? Where, on Dahl's "chart," do most regimes lie? Do regimes change over time? If they do change, how and why do they change? Where do you place the American governmental system on Dahl's "chart"? In what direction (toward or away from "polyarchy") do you think it has moved over the past 30 years? (Explain your answer.)

b. What was Madison's view of human nature? What did Madison believe were the essential requirements of and safeguards for an American Republic?

Elazar identifies justice a central ideal in the "commonwealth" stream of American political culture. What competing stream or streams of political culture exist in America? Which stream do you think is now dominant in America?

In Tuchman's view, has America (or have Americans) lost its (their) moral compass? Do you agree or disagree with her? (Why?)

c. How do Madison's requirements compare with Dahl's requirements for a democracy?

Required Reading:

Dahl, "Democratization and Public Opinion" (Chapt. 1 in *Polyarchy*) (readings packet)

Madison, *Federalist Papers* #10 & 51 (online, esp. Library of Congress)

Elazar, "The States and the Political Setting," *American Federalism: A View From the States*, Chapt. 4. (readings packet)

Moyers, "Barbara Tuchman, Historian," *A World of Ideas* (readings packet)

Recommended Reading:

Dahl, *Polyarchy* (entire)

The U. S. Constitution

Madison, Hamilton, and Jay, *The Federalist Papers*

Sabine and Thorson, *A History of Political Theory*, 4th ed., Chaps. 22, 24, 32, 33

Dahl, *A Preface to Democratic Theory*

Moyers, "Robert Bellah, Sociologist" *A World of Ideas*

Moyers, "Henry Steele Commager, Historian," *A World of Ideas*

Moyers, "Michael Josephson, Ethicist," *A World of Ideas*

3. Politics, Economics, and the Public Interest in the American Republic

(Sept. 9)

a. What is political economy? What are some of the benefits and limitations of using a political economy framework to conduct empirical research on the American economic, political, and social systems? What is the structure of the American political economy? In what way or ways are economics, politics, and government policy intertwined? In what way or ways does the case of Federal Reserve Board illustrate this relationship?

b. What are the five basic types of economic problems? What kinds of policy tools or levers does government have to "manage" the economy? How does energy policy illustrate the relationship between economic problems, government policies, and the consequences of those policy choices? (What is the nature of the U. S. energy problem? What is our national energy policy and who were the major actors in the making of that policy? What are some of the consequences of that policy? Is the public interest served by this policy?)

c. How are income and wealth distributed in American society? What are some of the underlying causes of this distributional structure? What effects, if any, has government policy had on the distribution of income and wealth in America? Should government policy be aimed at improving, or at least ameliorating, the living conditions of those whose incomes are in the bottom 20 percent, or even the bottom 40 percent, of the income scale? Why/Why not? Is it in the public interest to do so? What do the norms of justice require? Should government policy be aimed at promoting the economic interests of the people whose incomes place them in the top 1%, 10%, or even 20% of the income scale in America? (Why/Why not?)

d. In what way or ways does the Dolbeare Edelman argument about the structure of the American political economy, energy policy, and/or income policy need to be updated? What difference does this updating make in terms of the validity of their analysis and conclusions?

(Paper Assignment: do sections a., b., and d. **OR** a., c, and d.;

Required Reading:

Dolbeare and Edelman, *American Politics: Policies, Power, and Change*, 4th ed., Chapters 2 (readings packet), Chaps. 4, and 6 (e-reserve)

Recommended Reading:

Schattschneider, *The Semi-Sovereign People*

Moyers, "James MacGregor Burns, Historian," *A World of Ideas*

Hardin, "The Tragedy of the Commons," (*Science*, vol. 162, pp. 1243-8)

Rawls, *A Theory of Justice*

Putnam, *Bowling Alone: The Collapse and Revival of American Community*

Sunstein, *The Second Bill of Rights: FDR's Unfinished Revolution*

Gawthrop, *Public Service and Democracy*

II. ETHICS AND THE PUBLIC SERVICE

4. The Study of Ethics in the Field of Public Administration

(Sept. 16)

Are academic theories and paradigms useful for public administrators who are dealing with a specific (ethical) problem? Are public administrators indifferent to ethical problems? What is an ethical dilemma?

Why was the study of administrative ethics so slow to develop? What events and circumstances during the 1960s, 1970s, and 1980s stimulated interest in the study of administrative ethics? What primary sources of ethical control and guidance have been identified in the literature? What is the difference between micro and macro ethical dilemmas? Which levels of public administrators are most likely to encounter micro ethical dilemmas, and what types of ethical problems are they likely to face? Which levels of administrators are most likely to encounter macro ethical dilemmas and what are the ethical problems likely to be? Have micro or

macro dilemmas been the primary focus in the academic literature? (Why?) What tools do administrators have for addressing micro and macro ethical dilemmas?

Why is it important to develop "self-understanding" before encountering an ethical dilemma? How can one develop "self-understanding? How can one develop an understanding of the moral development (values or moral maturity) of others? Why is important for an administrator to have this understanding? Do the administrators in Gortner's case studies demonstrate a good understanding of their own moral values and the values and beliefs of others? (Use at least one of the case studies in Gortner's book in your analysis. Also, try to identify the benefits and limitations of using the framework.)

Required Readings:

Gortner, *Ethics for Public Managers*, Chapt. 1-3

Wilburn, "Types and Levels of Public Morality," *Classics of Administrative Ethics*, Bruce, ed.

Recommended Reading:

Thompson, "The Possibility of Administrative Ethics," in *Classics...*, Bruce, ed.

5. The Study of Ethics in the Field of Public Administration

(Sept. 23)

In addition to self-knowledge or "the personal aspect," what are the other four elements of the Gortner framework for resolving ethical dilemmas? Identify the key questions that must be addressed in each of these four areas and give a brief narrative report about each. In your view, is the Gortner framework a useful tool for a public servant or public administrator who is facing an ethical dilemma? (Use at least two of the case studies in the Gortner book in your analysis. Also, try to identify the benefits and limitations of using the framework.)

Required Readings:

Gortner, *Ethics for Public Managers*, Chapt. 4-8

Wilburn, "Types and Levels of Public Morality," *Classics of Administrative Ethics*, Bruce, ed.

6. Public Employees, Ethics Codes and Code Enforcement

(Sept. 30)

a. What are the principal elements of your organization's ethics code? How did you (and how do other people in the organization) learn about the code? Is the code enforced? What difference does the code make in your thinking and behavior? What difference does the code make in the thinking and behavior of other employees in the organization?

** See p. 17 of this syllabus for additional questions and instructions.

a. Required Readings:

Monypenny, "A Code of Ethics as A Means of Controlling Administrative Conduct," in Bruce ed.

Other Required Reading for Class:

Julia H. Doherty, "Ovem Lupo Committere: Ethics, Political Appointees, and the Bush Administration" (readings packet)

**Guest Presentation: Julie Doherty (GMU MPA Alumna)

Generic questions for class discussion: What are the principal elements of the U. S. government's ethics code? How do U.S. government employees learn about the code? How is the code enforced? What difference does the code and its enforcement make in the behavior of the U. S. government's political appointees, career administrators, and public employees? What has been the state of ethics and ethics enforcement during the Bush administration?

Recommended Reading:

ICMA Ethics Code, ICMA web site

Bowman, "Whistle Blowing in The Public Service," *Classics...*, Bruce, ed.

Finer, "Administrative Responsibility in Democratic Government," in Bruce ed.

Dempsey, "The Inspector General Concept: Where It's Been and Where It's Going," in Bruce ed.

7. Senior Administrators, the Chief Executive, and Competing Values

(Oct. 7)

How should a senior administrator respond when presidential preferences, priorities, or policies conflict with the law, professional values, ethical values, or personal values?

Required Reading:

Riccucci, "Dr. Vince Hutchins: A Voice for Mothers and Children"

Stephen Bailey, "Ethics and Public Service," *Classics...*, Bruce, ed.

Recommended Reading:

Elliot Richardson, *Reflections of a Radical Moderate*

Suskind, *The Price of Loyalty: George W. Bush, The White House, and the Education of Paul O'Neill*

Frederickson and Hart, "The Public Service and the Patriotism of Benevolence," *Classics...*, Bruce, ed.

III. ELECTED OFFICIALS: TRUTH, LIES, AND CONSEQUENCES

8. Lying: Moral Choice in Public and Private Life

(Oct. 21)

Why was lying largely ignored by moral philosophers for several centuries? What constitutes a lie? Is lying unusual or widespread in professions? What are some of the causes of lying by professionals and what are some of the consequences? When, if ever, is lying justifiable (on moral grounds)? In what ways do liars gain advantage over others through their lies? What are the risks to liars of telling lies? What risk does lying pose for society? Did public officials (especially presidents) lie to the American public in the 1960s, 1970s, 1980s, or 1990s? If so, what were some short-term and long-term consequences for the liars? What were some of the short-term and long-term consequences for American society and other societies?

Required Reading:

Bok, *Lying: Moral Choice in Public and Private Life*

Recommended Reading:

Pfiffner, "Do Presidents Lie?" (e-reserve)

Maraniss, *First in His Class*

Machiavelli, *The Prince*

Neustadt, *Presidential Power*

9. President George W. Bush and the War in Iraq

(Oct. 28)

What reasons did President George W. Bush give for invading Iraq? To what extent were these reasons supported by facts and to what extent were the reasons largely a matter of political propaganda or political "spin"? Did President Bush lead or mislead the country into war with Iraq? What have been some of the short-term and long-term consequences for the United States, Iraq, the Middle East and the international community of President Bush's decision to invade Iraq?

Required Reading:

The White House, "President Bush Outlines Iraqi Threat," Oct. 7, 2002 (readings packet)

Pfiffner, "Did President Bush Mislead the Country in His Arguments for War with Iraq?" *Presidential Studies Quarterly*, (March) 2004

Recommended Reading:

Bok, *Lying: Moral Choice in Public and Private Life*

Bob Woodward, *Plan of Attack* (2003)

Suskind, *The Price of Loyalty: George W. Bush, The White House, and the*

- Education of Paul O'Neill* (2003)
- Robin Wright, "Idealism in the Face of a Troubled Reality," *The Washington Post*, Nov. 7, 2003, pp. A1 and A22
- Hans Blix, *Disarming Iraq* (2004)
- Richard A. Clarke, *Against All Enemies: Inside America's War on Terror* (2004)
- William Raspberry, "Tracking Why We Went to War," *The Washington Post*, May 31, 2004.
- Strasser ed, *The 9/11 Investigations* (2004)
- The 9/11 Commission Report: Final Report of the National Commission on Terrorists Attacks Upon the United States* (2004)
- John Dean, *Worse Than Watergate* (2004)
- Rick Atkinson, *In The Company of Soldiers* (2004)
- Bing West, *No True Glory: A Frontline Account of the Battle for Fallujah* (2004)
- Christopher Buckley, "Remedial Ethics," *The New York Times*, Nov. 11, 2005
- Anthony Shadid, *Night Draws Near: Iraq's People in the Shadow of America's War* (2005)
- Jim Rutenberg and David S. Cloud, "Bush, Facing Dissent on Iraq, Jettisons 'Stay the Course'," *The New York Times*, Oct. 24, 2006
- Peter Baker, "Bush to Restate Terror Strategy; 2002 Doctrine of Preemptive War To Be Reaffirmed," *The Washington Post*, Nov. 16, 2006
- Bob Woodward, *State of Denial* (2006)
- Michael Abramowitz and Michael A Fletcher, "Bush Says Iraq Victory is Vital," *The Washington Post*, Sept. 12, 2006
- Michael Abramowitz, "Bush Says 'America Loses' Under Democrats," *The Washington Post*, Oct. 31, 2006
- Amit R. Paley, "In Baghdad, a Force Under the Militias' Sway; Infiltration of Iraqi police Could Delay Handover of Control for Years, U. S. Trainers Suggest," *The Washington Post*, Oct. 31, 2006
- Oren Dorell, "Iraq war about equal time U.S. spent fighting WW II," *USA TODAY*, Nov. 24, 2006
- James A. Baker III. and Lee H. Hamilton, *The IRAQ Study Group Report* (2006)
- Peter Baker, Jon Cohen and.. "Americans Say U.S. Is Losing War: Public Politicians Split on Iraq Panel Ideas," *The Washington Post*, Dec. 13, 2006
- Peter Baker, "U.S. Not Winning War in Iraq, Bush Says for 1st Time," *The Washington Post*, Dec. 20, 2006
- Nina Kamp, Michael O'Hanlon and Amy Unikewicz, "The State of Iraq: an Update," *The New York Times*, Dec. 20, 2006
- Ann Tyson and Josh White, "With Iraq War Come Layers of Loss," *The Washington Post*, Jan. 2, 2007
- Sudarsan Raghavan, "War's Toll on Iraqis Put at 22,950 in '06," *The Washington Post*, Jan. 8, 2007
- John F. Burns, "Hussein's Voice Speaks in Court In Praise of Chemical Atrocities," *The New York Times*, Jan. 9, 2007

10. President George W. Bush, Economic, Tax, and Expenditure Policy
(Nov. 4)

What did George Bush say he planned to do in the areas of economic, tax, and expenditure policy and what policies did he actually pursue? What reasons/facts did he give in support of his policy proposals? Did President Bush lead or mislead the country on economic, tax, and expenditure policy? What have been some of the short-term and long-term consequences of his policy initiatives?

Required Reading:

White House, "Address of the President to the Joint Session of Congress," Feb. 27, 2001 (readings packet)

Krugman, *The Great Unraveling*, Preface, Introduction, and Chaps. 4-11.

In Class: Audio from Diane Rehm Show with guests Sissela Bok and James Q. Wilson

Recommended Reading:

George W. Bush, "Specifics on the President's Plan to Strengthen Retirement Security, Feb. 28, 2002 (readings packet)

"President Bush Urges Congress to Make Tax Cuts Permanent," Feb. 19, 2004 (readings packet)

Bok, *Lying: Moral Choice in Public and Private Life*

Matin Wachs, "The Ethical Dilemmas in Forecasting for Public Policy," in Bruce Broder, "Bush's Tax Cut Brushoff," *The Washington Post*, Mar. 9, 2003.

Griener, *The Education of David Stockman*

Pear, "Inquiry Confirms Top Medicare Official Threatened Actuary Over Cost of Drug Benefits," *The New York Times*, July 7, 2004.

Kettl, *Deficit Politics*

Citizens For Tax Justice, "Year-by-Year Analysis of the Bush Tax Cuts Shows Growing Tilt to the Very Rich," June 12, 2002.

The Heritage Foundation, "The 2003 Tax Cuts and the Economy"

**Elizabeth Becker and Edmund L. Andrews, "I.M.F. Warns That U.S. Debt is Threatening Global Stability," *The New York Times*, Jan. 8, 2004

Thomas L. Friedman, "The 9/11 Bubble," *The New York Times*, Dec. 2, 2004

Ceci Connolly and Mike Allen, "Medicare Drug Benefit may Cost \$1.2 Trillion; Estimate Dwarfs Bush's Original Price Tag," *The Washington Post*, Feb. 9, 2005

E.J. Dionne Jr., "Holes in a Web of Budget Deceit," *The Washington Post*, Feb. 11, 2005

Floyd Norris, "Games Politicians Play: More Tax Cuts as U.S. Faces Large Deficit," *The New York Times*, Feb. 11, 2005

David S. Broder, "Will Anyone Pay the Bills?" *The Washington Post*, October 25, 2005

Jeremy W. Peters, "Job Growth Is Strong, Surprising Economists," *The New York Times*, Jan. 6, 2007

Louis Uchitelle, "Encouraging more Reality in Economics," *The New York Times*, Jan. 6, 2007

11. Congress: Money, Influence, Ethics, and Decision-making

(Nov. 11)

Does money buy influence with members of congress? Do ethical considerations matter in congressional decision-making? How should a senior administrator respond when members of congress attempt to prevent him/her from enforcing the law and those members actively provide support or cover for people who have violated the law? How should a senior administrator respond when she/he knows that laws congress is preparing to pass or has passed that will make it legal for some to steal from others? Is the "corruption" in congress the case of a "few bad apples," a matter of political party, or is it systemic? What are some of the consequences of the close links between money, influence, and congressional decision-making?

Required Reading:

Caiden and Caiden: "Administrative Corruption," *Classics...*, Bruce ed.
Ricucci, "William Black Tackles the Savings and Loan Debacle"

Recommended Reading:

Bok, *Lying: Moral Choice in Public and Private Life*

James Q. Wilson, *The Moral Sense*

Recent newspaper and periodical articles on Congressman "Duke" Cunningham,
Jack Abramoff, and Tom Delay

Recent newspaper and periodical articles about the demolition of the House
Ethics Committee after its reprimands of Tom Delay

Recent newspaper and periodical articles on the Pension Benefit Guarantee
Corporation

Thomas B. Edsal, "A Detour in The Corridor Of Power," *The Washington Post*,
Nov. 16, 2005

Jonathan Weisman and Jeffrey H. Birnbaum, "Scandals Alone could cost
Republicans Their House Majority," *The Washington Post*, Nov. 2, 2006

"DEMOCRATS TAKE HOUSE," *The New York Times*, Nov. 8, 2006

"DEMOCRATS TAKE SENATE," *The New York Times*, Nov. 10, 2006

IV. PRIVATE SECTOR EXECUTIVES AND ORGANIZATIONS: LYING AS THE NORM OR THE EXCEPTION?

12. Lies, Lying, or Systemic Corruption in the Private Sector

(Nov. 18)

Is lying by senior executives in the private sector limited to a few "bad apples," a few corrupt corporations, or is it systemic? What contributions do elected officials make to the level of lying in the private sector? How widespread is lying or deceit by private sector executives in organizations that have

government contracts? What are some of the consequences of lying by individual executives or corporations?

Required Reading:

Caiden and Caiden: "Administrative Corruption," in Bruce ed.
Ricucci, "Stephen Marica: Using the Wedtech Scandal to Establish Credibility"
or
McLean and Elkind, *Enron: The Smartest Guys in the Room*

In-Class: "World Com," Hedrick Smith (PBS Video)

Recommended:

Norris, "Wages of Bad Accounting: Bosses Got Rich While Companies Borrowed," *The New York Times*, April 2, 2004, p. C1.
"Hastert & Pelosi, CPAs," *The Washington Post*, April 2, 2004, p. C1.
Norris, "What Fraud? All Was Fine At Enron," *The New York Times*, May 19, 2006, p. C1.
Charles R. Babcock and Renae Merle, "A Contractor's Purchase on Power," *The Washington Post*, March 20, 2006, D-1.
Lewis, *Liar's Poker*
Stewart, *Den of Thieves*
Bruck, *The Predators' Ball*
Periodical and Newspaper Reports on: Enron, World Com, Arthur Anderson, Boeing, Freddie Mac; Elliot Spitzer's (the NY Attorney General) pursuit of illegal corporate activities; NASA and the Columbia and Enterprise Space Shuttle Disasters; Exxon-Mobil's funding of organizations whose purpose is to discredit scientific findings about global warming
Levitt, *Take on the Street: What Wall Street and Corporate America Don't Want You to Know* (2002)
Dempsey, "The Inspector General Concept: Where It's Been and Where It's Going," in Bruce ed.

V. NONPROFIT ORGANIZATIONS AND EXECUTIVES: COMMITTED TO A PUBLIC SERVICE MISSION AND ETHICAL CONDUCT?

13. The Corruption of Power and the Risks of Partnerships with Private Sector Organizations

(Nov. 25)

Required Reading:

Weisbrod, "The Future of the Nonprofit Sector: Its Entwinning with Private Enterprise and Government," (e-reserve)
Jodin Olson, "Responding To An Ethics Scandal: The Nature Conservancy Case Study" (readings packet)

Guest Presentation: Jodin Olson (GMU MPA Alumni)

14. Religion, Moral Values, and Service to Others--Through Nonprofit and Public Organizations

(Dec. 2)

Required Reading:

Tracy Kidder, *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World* (2003)

Recommended Reading:

Gawthrop, *Public Service and Democracy*

Bok, *Common Values*

Alternative Topic for Week #14:

The Use of Religion and Moral Values in Politics

(Dec. 2)

How does packaging George Bush as the Strict Father give him "moral authority"? How does this moral authority serve as a shield against "facts" and opposition? What benefits and risks does the intertwining of religion and politics hold for American democracy?

Required Reading:

George Lakoff, *don't think of an elephant: Know your Values and Frame the Debate* (2004)

Recommended Reading:

Freidman, "Leading by (Bad) Example," *The New York Times*, Oct. 19, 2005

E. J. Dionne Jr., "A Faith-Based Battle for Voters," Oct. 17, 2006

David Kuo, *Tempting Faith: An Inside Story of Political Seduction*

Meacham, *American Gospel: God, The Founding Fathers, and the Making of a Nation* (2006)

Fowler, *New Engagement: evangelical political thought, 1966-1976* (1982)

Hertzke, *Echoes of Discontent: Jesse Jackson, Pat Robertson, and the resurgence of populism* (1992)

Fowler, *Greening of Protestant Thought* (1995)

Hertzke, *Representing God in Washington: the role of religious lobbies in the American polity* (1988)

Fowler and Hertzke, *Religion and Politics in America: Faith, Culture, and Strategic Choices* (2004)

Instructions for PUAD 700 Papers

Format and Contents Requirements:

All papers should be double spaced, with 12 point type, Times (or Times New Roman) font, with 1 inch margins and page numbers located on the bottom (center) of the page. Please use footnotes or endnotes.

Please put a cover page on your paper. Include your name, the class number and section, the topic you are writing on, and the date. The pages of your papers must be stapled together. Do not put your papers in binders or folders.

Begin your paper with a simple and clear statement of the purpose of the paper. Any paper that does not have a statement of purpose articulated in the first paragraph or two will be returned to the author; a one letter grade penalty will be applied to the revised paper.

Be sure you use topical sentences in each paragraph to provide the "logic" of your analysis and argument, and be sure that you have at least two paragraphs per page. Any paper that does not meet these requirements will be returned to the author; a one letter grade penalty will be applied to the revised paper.

Proof read your paper to ensure that you have used proper syntax (word usage) and grammatical form. Since this is a "capstone" class, you should be ready to present your best work.

Paper #1

Write a 7 to 8 page essay in which you answer the questions posed for class session numbers 1 through 8.

Examples:

Class Session #1: You can write a paper that answers the questions for either part "a." or "b." of the Ancient Greeks. Do not attempt to write a paper on both Antigone and Socrates. You can also write a paper that answers the questions for either part "c.", "d.", or "e." of the Judeo-Christian Heritage.

Class Sessions #2: answer the questions related to Robert Dahl ("a.") **or** answer the questions asked about the other three authors whose works you will read for Class #2 (part "b.").

Class Session #3: answer the questions using the required readings.

Class Session #4a **or** #4b.: answer the questions using the required readings.

Class Session#5

Alternatively, you could identify an ethical dilemma that you currently face (or have faced) or you could identify an ethical dilemma that a mid-level administrator you know has faced. In either case, use the Gortner framework to analyze that dilemma and make a recommendation on how you (or the other middle manager) should handle the situation.

Class Session #6; Answer the questions for the week using the required readings **OR** write an essay on your organization's ethics code.

If you want to write about the ethics code of the organization in which you work, you should begin the paper by identifying the organization and outlining the principal elements of the ethics code. Then, attempt to determine whether people know about the code, and if so, how they know about it. (Is there any formal introduction to or training in the ethics code?). Next, you should report on whether there is any enforcement of the ethics code (data on enforcement capacity, activity, and consequences for those who violate the code would be helpful here). If you discover that there is no enforcement activity, discuss whether the ethics code has any practical value. If there is enforcement activity, discuss the extent to which the code has had any effect on your thinking or behavior or the thinking or behavior of those around you. (Attach a copy of the code to your paper.) Conclude your essay with an assessment of the ethics code, enforcement activities, and the behavioral consequences of the code (if any).

Class #7.

Identify the Ethical Dilemma(s) Vince Hutchins faced, report how he dealt with those dilemmas, and assess his actions (or inaction). Then, use either the Bailey article or the article by Fredrickson and Hart as a means of analyzing and evaluating the Hutchins case study.

Paper #2, Sections III, IV, and V (Class Sessions 7-12)

Length: 12 to 15 pages

Format; same requirements as stated on previous page.

Use required **and** recommended readings to develop answer to the questions for the class session. Remember, our focus is on the ethical dimensions of the issues/questions and particularly on **lying** by elected officials or private executives. Sissela Bok's work on lying provides the underlying foundation for the questions articulated for class sessions 9-12 and it can be used for the foundation upon which the answers to those questions are developed. However, be sure to use all required readings for the topic of the weeks on which you are writing, and be sure that you use at least one recommended reading as source material for your paper.