

ETHICS AND LEADERSHIP

Public Affairs 4001/7001
University of Missouri
Dr. Sarah Beth V. Kitch

Spring 2019
MW 11-12:15pm
Jesse 410

“The truth of being human is gratitude, the secret of existence is appreciation, its significance is revealed in reciprocity. Mankind will not die for lack of information; it may perish for lack of appreciation.”

Abraham Joshua Heschel, in “The Patient as Person”

INTRODUCTION

What makes ethics and leadership matter in the everyday existence of human beings? Why do we care? What is it we desire when we bring these themes together? What resources for ethical decision-making are available to the acting person? What do we hope to accomplish in this course?

Welcome and introduction to the Course

PART I: THEORIES OF ETHICS

What is moral sense or ethical sensitivity? What have significant thinkers highlighted as central to ethical thinking? What does each framework value? What the strengths or weaknesses of each?

MORAL SENSE AND SENSITIVITY

Genesis [1-3, 11](#)
Plato, [Apology of Socrates](#)

VIRTUE ETHICS

Aristotle, [Nicomachean Ethics](#), I, II, III *

NATURAL LAW THEORY

Thomas Aquinas, [Q 90-97](#) in “Treatise on Law,” *Summa Theologica*

DEONTOLOGICAL ETHICS

Immanuel Kant, [First Section](#) in *Groundwork for the Metaphysics of Morals*

UTILITARIAN OR CONSEQUENTIALIST ETHICS

J.S. Mill, “[What Utilitarianism Is](#),” in *Utilitarianism*

CARE ETHICS

Nel Noddings, “Why Care about Caring” in *Caring*

PERSONALIST ETHICS

John Paul II, “[A Meditation on Givenness](#)”

Martin Luther King, Jr, “The Ethical Demands for Integration”

RECOLLECTING THOUGHTFULNESS

Hannah Arendt, “Some Questions of Moral Philosophy” and “Thinking and Moral Considerations” in *Responsibility and Judgment* *

PART II: THEMES IN LEADERSHIP

What difference might attention to these themes make for leadership? How do these themes relate to one another? What crises or failure of ethical leadership moves the authors to write? What do they discover, reveal, feel, or argue?

PERSONS

Abraham J. Heschel, Parts I, II, and III in *Who is Man?* *

AGENCY

Hannah Arendt, “Action” in *The Human Condition* *

LEADING & FREEDOM

[Exodus](#)

W.E.B. DuBois, “Of Our Spiritual Strivings” and “Of the Dawn of Freedom” in *The Souls of Black Folk*

BUREAUCRACY

Richard L. Rubenstein, *The Cunning of History* *

FORGIVENESS

Arendt on Forgiveness

Abraham Lincoln, [First Inaugural](#)

Abraham Lincoln, [Second Inaugural](#)

ETHICAL IMAGINATION

Ernest Gaines, *A Lesson Before Dying* *

PART III: CASE STUDIES

What experiences enable a person to move from basic moral literacy to the practice of ethical reasoning?

FRAMEWORKS

Nancy Tuana, “Conceptualizing Moral Literacy”

Nancy Tuana, “An Ethical Leadership Developmental Framework”

ETHICAL REASONING AND DECISION-MAKING: ANALYSIS

Case Study Guide

ETHICAL REASONING AND DECISION-MAKING: DISCOVERY

Case Selection Guide: Ethical Leadership

CONCLUSIONS

Integrating the process of ethical decision-making in practices of leadership

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COURSE OVERVIEW AND OBJECTIVES

Ethical literacy is a significant dimension of the discovery of who we are as human beings. A sophisticated awareness of ethical literacy is especially important for those who wish to understand or act within the political realm. This course draws on a mix of ancient and contemporary texts in ethics to examine the role of ethical sensitivity and reasoning in leadership.

Our course begins, in Part I, with a study of moral sense as well as a selection of major ethical frameworks. Part II leads us to investigate significant themes in leadership. In Part III, we move from the basics of moral literacy to developing ethical reasoning skills; there, students practice ethical decision-making. The work of addressing ethical questions is valuable not least because it is practical: one builds reasoning skills by thinking and writing toward ethical resolution.

A course on ethics & leadership depends for its success on its members' willingness to participate in critical, analytical thinking and to attend to feeling. The ultimate aim of this course is to encourage all of us to become ethically sensitive in a way that better enables us to hold ourselves, along with our public officials and their policies, to high standards.

COURSE REQUIREMENTS

In each meeting, we will give attention to a set of readings. You can expect that I will place emphasis on careful reading, imaginative analysis, and thoughtful interpretation of these texts. During the semester, students will be responsible for preparing three short essays and a final exam. In each 3-page essay, your aim is to develop a thoughtful, professionally written response to a prompt that I will provide. You will submit this essay to me in hard copy at the start of class on the due date in the class schedule.

These assignments will be factored into my evaluation of your class performance in this way:

Essay #1: Self-Examination	10%
Essay #2: Critical Analysis of Text	30%
Essay #3: Ethical Leadership Case	30%
Final: Self-Examination	30%

MU has a plus/minus grading scale for final course grades. Your course grade is based two case studies (30% each) and a final exam *or* research project (40%). Expect penalties for late material.

Auditors: See professor for an outline of your responsibilities in the course.

Note: The use of phones and laptops is not allowed in class. Studies show improved learning outcomes associated with an environment free of screen-related interruptions.

Grading Scale

A+ = 97-100
A = 93-96
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76
C- = 70-72
F = <70

REQUIRED TEXTS/COURSE PACKET

Texts marked above with a single asterisk (*) are available on Amazon and other outlets, and in the Mizzou Bookstore. All other texts are available as pdfs on Canvas or as hyperlinks in the syllabus.

Purchase these books:

Aristotle, *Nicomachean Ethics*, Pearson
ISBN 978-0023895302

Abraham Heschel, *Who is Man?*, Stanford University Press
ISBN 978-0804702669

Richard L. Rubenstein, *The Cunning of History*, Harper
ISBN 978-0061320682

Ernest Gaines, *A Lesson Before Dying*, Vintage
ISBN 978-0375702709

Hannah Arendt, *Responsibility and Judgment*
ISBN 978-0805211627

Also required reading, but with option to purchase:

Hannah Arendt, *The Human Condition*, 2nd edn, Chicago
ISBN 978-0226025988

The Five Books of Moses, Everett Fox, Schocken
ISBN 978-0805211191

Or, *instead of* The Five Books of Moses:
Genesis and Exodus, Everett Fox, Abingdon
ISBN 978-0687057658

CANVAS

Login to Canvas to access certain course materials as well as your grades.

PRESENCE, INTEGRITY, READING

Your success in this class depends upon your presence. The point of University is to think about what matters and about who you want to be. Those are difficult tasks, but tasks more than worth the effort. University life invites us to prepare, to think, and to be present. Presence is about more than simply showing up to class. It is about sharing in the task of understanding and analysis. That said, showing up to class is an important prerequisite for success.

Before each class period, you should read the assigned materials and thoughtfully consider their significance for our study. You will find a **weekly reading schedule** attached to this syllabus. Our task is to read sympathetically in order to read critically—that is, to understand what each author is asking and arguing, and then to thoughtfully evaluate the work. Of course, you should bring your copy of the text to class.

In University, all you have is your integrity. All forms of cheating, including plagiarism and turning in work not your own, diminish what we are here to do. Each of us needs integrity to accomplish the work at hand. If you fail to act with integrity, you will have to face yourself. You may also meet additional appropriate consequences. Persons representing the University of Missouri have promulgated a Code of Student Conduct (https://www.umsystem.edu/ums/rules/collected_rules/programs/ch200/200.010_standard_of_conduct).

RESOURCES

Office Hours. Come to discuss questions about the course, university or graduate school, etc., during advertised hours, or email to arrange a time.

University Writing Center. For tutoring in writing, schedule an appointment at: <https://writingcenter.missouri.edu/>. The writing service can help writers of all levels.

Students with Disabilities. If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please establish an accommodation plan with the Disability Center (disabilitycenter.missouri.edu), S5 Memorial Union, 573- 882-4696. Next, notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, see "Disability Resources" on the MU homepage.

COMPETENCIES

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) is the organization that accredits the Truman School of Public Affairs. That organization looks at three areas of interest: competencies, knowledge areas, and skill areas. NASPAA requires of the Truman School that “All of the core courses, taken together, should cover all competencies, knowledge areas, and skill areas.” This course highlights the following:

Universal Required Competencies

1. Participate in and contribute to the policy process
2. Analyze, synthesize, think critically, solve problems, and make decisions
3. Incorporate public values into decisions
4. Communicate and interact productively with a diverse and changing workforce and citizenry

Mission Specific Competency

- Work effectively within a multi-sector public service at the intersection of policy and management

You will find a chart suggesting the ways in which this course addresses particular competencies on the following page.

Competency	Knowledge / Skill Area(s)	Learning Activity	Assessment
Participate in and contribute to the policy process	Stages of the policy process (agenda setting, policy formulation and adoption, implementation, and evaluation)	Lecture, assigned readings, case studies	Class discussion, case study, final exam project
Analyze, synthesize, think critically, solve problems, and make decisions	Synthesis of existing research to draw policy decisions Methods for evidence-based decision-making Advise policy makers	Lecture, assigned readings, case studies	Class discussion, case study, final exam project
Incorporate public values into decisions	Nature of public values and their role in democratic governance Ethical principles for leadership and frameworks for decision-making Think critically about problems, generate and evaluate options, and determine effective courses of action Review and synthesize literature and communicate effectively with public officials, policymakers, and others Analyze policy initiatives	Lecture, assigned readings, case studies	Class discussion, case studies, final exam project
Communicate and interact productively with a diverse and changing workforce and citizenry	Nature of and barriers to effective communication Group dynamics in the workplace Nature of conflict and approaches to conflict management Manage difficult situations and apply principles of conflict management	Lecture, assigned readings, case studies	Class discussion, case studies, final exam project