Course Description
This course explores what it means to be an ethical leader in the public sector. Emphasis is placed on the following: (1) the nature of leadership in modern society; (2) the internal foundations of ethical behavior; (3) theories of ethical decision-making; and, (4) how ethical leadership can improve the workplace, societal interactions, and public service.

Methods
This course will combine lecture, discussion, selected readings, film screenings, writing assignments, and independent research. Students are expected to fully participate in the course, and share ideas and understandings as a method of enhancing learning for everyone.

Texts
These texts are required for the course:

The Fine Print
- Academic Integrity: Students are reminded that the School of Public Affairs takes personal and academic integrity seriously. Plagiarism will not be tolerated in this course or in the MPA program. If you are confused as to what constitutes plagiarism, the following sites provide a useful guide and examples:
  - http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/resources/Pages/plagiarism.aspx
  - http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
  - In addition, students are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University’s Student Conduct Code. See the University’s website for detailed information: http://catalog.ucdenver.edu/content.php?catoid=6&navoid=530.
• **Attendance and On-Time Arrival to Class:** Regular attendance and preparation for class discussions are primary requirements for passing the course. More than three unexcused absences from class will adversely affect your participation grade. **If you must be absent, then please inform me in writing (e.g. via email) at least one day prior to the course you will miss.**

In addition, students are expected to be respectful of their fellow students’ learning, and arrive to each class on time. Systemic tardiness will adversely affect your participation grade.

• **Reading Assignments & Class Participation:** It is important that you complete each reading assignment prior to class in order to participate in class discussions. Students’ participation will be evaluated in part on the following:
  1. Mastery of readings consistently throughout the semester
  2. Verbal contributions in class that are informed and relevant
  3. Careful and respectful listening to others
  4. Evident class preparation (coming with finished assignments, course readings, texts)
  5. Courtesy (arriving on-time, avoiding early departures, paying attention, avoiding side conversations and cell phone interference)

• **Written Assignments:** This is a core course in the MPA program. As such, students are expected to master the material, and examine it with depth of understanding. One method of demonstrating this mastery and understanding is through written assignments. Students are expected to be able to articulate their analysis in a clear and concise manner. Written assignments will be scored for organization, clarity of presentation, accuracy, depth, appropriate grammar and completeness of treatment.

All written assignments must be typed, spell-checked and proofread. Please use the Times New Roman, 12-point font, 1-inch margins, and double-spacing. The APA style of source citation is preferred. Drafts (not outlines) of written assignments will be accepted for early review, provided that they are submitted in a timely manner (i.e., at least one week prior to the due date).

It is preferred that all written assignments be submitted via email to billie.sandberg@ucdenver.edu by the start of class on the due date stipulated in the syllabus; however, hard copies of assignments may turned in at the beginning of class, if the student prefers. **Written assignments are due on the date stated on the schedule. Any assignments you submit after the due date will have 5 points deducted per day that they are late.**

• **No extra credit work is available.**

• **Office Hours and Inquiries:** I am available during the office hours stated at the top of the syllabus. However, I encourage you to contact me by phone or email if you have any pressing questions or concerns about any part of the course or your performance.

• **Class Cancellations:** If an emergency forces me to cancel a class, I will notify you by email.
Technology in Classroom: The use of laptops during class sessions is acceptable as long as students are accessing information to proceed through PowerPoint slides or to take notes.

Students are still expected to actively participate in class discussions and at no time during class sessions should students use laptops for personal use, or in general, use cell phones, mp3 players, etc., as they are disruptive to others.

Incompletes: Incompletes can only be given to students who: 1) have finished more than half the coursework, 2) experience serious illness or personal emergency, and 3) negotiate the incomplete before 12/12.

Unique Needs: The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DSR), North Classroom 2514, phone (303) 556-3450, TTY (303) 556-4766. I will be happy to provide approved accommodations, once you provide me with a copy of DSR’s letter.

Assignments
1. On page 140 of the Three Faces of Leadership, the authors describe an exercise to help “align your manager’s face with the face of an artist, and then with that of the priest.” In the Three Faces of Leadership paper, complete this exercise by describing one instance from your workplace experience in which you, a manager, or the organization as a whole reacted to a situation from the traditional perspective of a manager. Then, explore how the response might have differed if it has been employed from the perspective of an artist and then from the perspective of a priest. Finally, assess both the positive and negative consequences of each approach to the situation.

You should include a brief description of the situation, and then identify why you think the response reflects the traditional managerial model. Explanations of the artist and priest response to the situation should make appropriate references to the text. Please refer to Table 1.1 on page 4 of the Three Faces of Leadership for the descriptions, competencies, and other descriptions of the three models of leadership. Papers should be 4-6 pages in length. This assignment is due on September 20.

2. During the second segment of the course, we will discuss three types of ethics for decision-making: Aristotelian (virtue) ethics; Utilitarianism; and, Kantian (deontological) ethics. In the Applied Ethical Decision-Making paper, describe an instance from your work experience in which you or a manager made an ethical decision that directly affected the rest of your team or the organization as a whole. Discuss which ethical model you believe you (or the manager) followed. Then, explore how the decision-making process and outcome of the situation might have been different if it had been employed from the other two models for ethical decision-making.

Papers should include a brief description of the situation, and then identify why you think the decision-making process reflects a particular ethical decision-making model. References to
the three ethical models for decision-making should make appropriate references to the text. Papers should be 4-6 pages in length. This assignment is due on November 1.

3. You will construct your own Case Study of ethical leadership. The news is often filled with stories about unethical behavior by leaders in both the business and political sectors. Write up an 8-10 page paper about a leader who faced an ethical problem in 2010 or 2011. [The issue may have begun in years prior to 2010 or 2011, but the case must have gained prominence in and been reported on in 2010 and/or 2011.] You may choose a situation or leader from either the business or the public sector, but a selection from the public sector is preferred.

There are three required components to this assignment. On October 18, you will submit a one-page proposal for your case study which will include: (1) the person to be analyzed; (2) a brief summary of his/her ethical problem; and, (3) a list of 8 sources that you plan to use for the paper. Second, during one of the final two class sessions, you will make a 10-minute presentation about your case to the class. Finally, the completed paper will be due on December 6 at the beginning of the class session. Papers should follow the guidelines stipulated in the syllabus.

Approximately one-half of your paper should provide the details of the case, and the remainder of the paper should analyze what went wrong and why. You may analyze your case as you tell the story, or tell the story and then analyze it. You must use the readings from the texts to analyze your case, but it is also strongly recommended that you employ additional scholarly sources.

Evaluation and Grading Policy
Grades on papers, presentations, and exams are determined according to the following:
25% - Coherence, clarity of expression
25% - Format and appearance
50% - Content

Final course grades will be based on:
10% - Class participation
25% - Three Faces of Leadership paper
25% - Applied Ethical-Decision-Making paper
40% - Case Study paper and presentation

<p>| Schedule of Classes (subject to change per class announcement) |
|-----------------------------|-----------------------------|
| <strong>Week</strong> | <strong>Topic / Readings / Assignments Due</strong> |
| 1 8/23 | Introduction: Syllabus and course requirements |
| 2 8/30 | What is Leadership? Leaders as Managers |
| | − HK&amp;K: Preface |
| | − HK&amp;K: Chapter 1, “The Aesthetics of Leadership” |
| | − HK&amp;K: Chapter 2, “Telling Business Stories” |
| 3 | What is Leadership? Leaders as Artists |</p>
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| 9/6    | What is Leadership? Leaders as Priests                  | HK&K: Chapter 3, “Dramatizing Leadership”  
HK&K: Chapter 4, “Leading Mythologically”                                                  |
| 9/13   | What is Leadership? Leaders as Priests                  | HK&K: Chapter 5, “Forming and Reforming the Institution of Management”  
HK&K: Chapter 6, “The Business Leader as Artist and Priest”                               |
| 9/20   | Leadership & the Self: Sources of Power                 | Johnson: Introduction  
Johnson: Chapter 1, “The Leader’s Light or Shadow”  
Ciulla: “The Parable of Sadhu,” by Bowen McCoy  
Ciulla: “Sources of Power and Influence,” by Gary Yukl  
Ciulla: “The Bathsheba Syndrome,” by Dean Ludwig & Clinton Longenecker                      |
|        |                                                        | In-Class Screening: The Smartest Guys in the Room                                            |
|        |                                                        | Due: Three Faces of Leadership paper                                                        |
Ciulla: “The Ring of Gyges,” by Plato  
Ciulla: “Self-Interest and Human Nature,” by Thomas Hobbes  
Ciulla: “The Qualities of Princes,” by Niccolo Machiavelli  
Ciulla: “Why Self-Interest is Best,” by Ayn Rand                                             |
| 10/4   | Leadership & Self-Interest: Evil, Spirituality, and Temptation | Johnson: Chapter 4, “Combating Evil”  
Ciulla: “The Conscience of Huckleberry Finn,” by Jonathan Bennett  
Ciulla: “Corneas in the Congo,” by Joanne Ciulla  
Ciulla: “The Ones Who Walk Away from Omelas,” by Ursula Le Guin                                 |
| 10/11  | Theories of Ethical Decision-Making: Virtue Ethics and Character | Johnson: Chapter 3, “The Leader’s Character”  
Ciulla: “Virtue Ethics,” by Aristotle  
Ciulla: “Sleazy or Stupid?” by Joanne Ciulla  
Ciulla: “The First Sermon and the Synopsis of Truth,” by Buddha                             |
| 10/18  | Theories of Ethical Decision-Making: Utilitarianism     | Johnson: Chapter 5, “General Ethical Perspectives”  
Ciulla: “What Utilitarianism Is,” by John Stuart Mill  
Ciulla: “Distributive Justice,” by John Rawls  
Ciulla: “The Lao Tzu (Tao Te Ching),” by Lao Tzu                                               |
|        |                                                        | Due: Case Study Proposal                                                                      |
| 10/25  | Theories of Ethical Decision-Making: Kantian Ethics     | Johnson: Chapter 5, “General Ethical Perspectives” [Review]  
Johnson: Chapter 6, “Normative Leadership Theories”  
Ciulla: “Good Will, Duty, and the Categorical Imperative,” by Immanuel Kant  
Ciulla: “Moral Luck,” by Bernard Williams                                                      |
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| 11/1  | Leaders, Followers, & Morality: Groups and Group Action  
- Johnson: Chapter 8, “Building an Effective, Ethical Small Group”  
- Ciulla: “The Accused and Duties of Law-Abiding Citizens,” by Hannah Arendt  
- Ciulla: “Legitimate Authority and Charisma,” by Max Weber  
- Ciulla: “‘The Only God You’ll Ever See’: Jim Jones and the People’s Temple,” by Charles Lindblom  

In-Class Screening: *12 Angry Men*  
**Due: Applied Ethical Decision-Making Paper** |
| 11/8  | Leaders, Followers, & Morality: Ethics and Organizations  
- Johnson: Chapter 9, “Creating an Ethical Organizational Climate”  
- Ciulla: “Innocent or Guilty?” by Joanne Ciulla  
- Ciulla: “The Servant as Leader,” by Robert Greenleaf  
| 11/15 | Leaders, Followers, & Morality: Ethics, Culture, and Moral Relativism  
- Johnson: Chapter 10, “Meeting the Ethical Challenges of Diversity”  
- Ciulla: “Fuller’s Dilemma: Street Children and Substance Abuse,” by Karen Marquis & Joanne Ciulla  
- Ciulla: “Universal Declaration of Human Rights,” by the UN Commission on Human Rights  
- Ciulla: “The Oil Rig,” by Joanne Ciulla  
- Ciulla: “The Five Virtues of Kofi Annan,” by Joshua Cooper Ramo |
| 11/22 | Fall Break |
| 11/29 | Case Study presentations |
| 12/6  | Case Study presentations  
**Due: Case Study paper** |