



COLLEGE & STATE UNIVERSITY

Department of Political Science and
Criminal Justice

Master of Public Administration Program

POLS 4390 / 7290, Section A
Ethics for Public Service
Fall Semester 2007

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Purpose

The bank robber Willie Sutton, when asked why he robs banks, is said to have responded matter-of-factly, "Because that's where the money is." While very practical, this response fails to take into account the government as another repository of money, not to mention power. As a reservoir of resources, government attracts many characters whose principal motivation is to drain the government of its ways and means.

One purpose of this course is to teach students about ethics as an area of thought and study. Another purpose is to provide students with guideposts of ethical behavior. It is understood that (1) no course in ethics can guide a graduate in every instance of moral uncertainty, (2) not all participants in a course like this will agree--nor do they need to agree--on what constitutes ethical behavior, (3) the obsessive application of any ethical model may create more harm than good, and (4) various individuals will interpret the same circumstances differently in terms of ethics. However, it is generally agreed among professors and practitioners of public administration that M.P.A.'s ought to be capable of identifying ethical problems, of characterizing them in terms of certain typologies, of comparing them to analogous problems, and of addressing the problems constructively. In this manner, when you are confronted with circumstances that raise the possibility of accusations of unethical behavior, you will be able to apply your knowledge of this field and effectuate a result that will bring about the disintegration of neither your career nor your integrity.

Learning Objectives

- Understand the philosophical foundations of ethics.
- Be able to evaluate the ethical nature of acts.
- Understand standards of ethics as applied to public servants.
- Know the contents of various codes of ethics, especially that

of the American Society for Public Administration.

Concerning NGCSU's Information Literacy Learning Outcomes (based on NGCSU's Quality Enhancement Plan): These are the five outcomes.

1. The information-literate student determines the nature and extent of the information needed. *Know*
2. The information-literate student accesses needed information effectively and efficiently. *Access*
3. The information-literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. *Evaluate*
4. The information-literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose. *Use*
5. The information-literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. *Ethical/legal*¹

The case-study assignments are designed to contribute to the accomplishment of all of these five outcomes. See pp. 4-5.

Course Requirements

1. REQUIRED READINGS

One book is *required* for purchase by all members of the class, and is available at the NGCSU Campus Connection bookstore. It is:

Gutmann, Amy, and Thompson, Dennis, eds. *Ethics & Politics: Cases and Comments*. 4th ed. Belmont, Calif.: Thomson/Wadsworth, 2006.

The following books are identified as being "recommended" or "optional." Because, in your case-study written assignments, you will be *required* to draw on source material, you will need to purchase some of the "recommended" or "optional" books and/or read the content of some of the books that will be on reserve at the Stewart Library.²

¹ Learning Outcomes adapted from the Association of College and Research Libraries (ACRL) standards.

² The Svara book is a very useful, compact book. The Sheeran book is a just-about-brilliant foundation book about ethics in public administration. The Richter and Burke reader contains articles by scholars and court opinions that may appeal to advanced, sophisticated students. Students may find the Geuras and Garofalo book to be the most difficult for finding source material that is applicable to your case-study assignments. *Suggestion*: Consider coming to the first class meeting before purchasing any of the "recommended" or "optional" books.

One book is *recommended* for purchase by all members of the class, and is available at the NGCSU Campus Connection bookstore. It is:

Svara, James. *The Ethics Primer for Public Administrators in Government and Nonprofit Organizations*. Sudbury, Mass.: Jones and Bartlett Publishers, 2007.

Three books are *optional*, and are available at the NGCSU Campus Connection bookstore. They are:

deLeon, Peter. *Thinking About Political Corruption*. Armonk, N. Y.: M. E. Sharpe, Inc., 1993.

Geuras, Dean, and Garofalo, Charles, eds. *Practical Ethics in Public Administration*. 2d ed. Vienna, Va.: Management Concepts, 2005.

Richter, William L., and Burke, Frances, eds. *Combating Corruption, Encouraging Ethics: A Practical Guide to Management Ethics*. 2d ed. Lanham, Md.: Rowman & Littlefield Publishers, 2007.

Sheeran, Patrick J. *Ethics in Public Administration: A Philosophical Approach*. Westport, Conn.: Praeger Publishers, 1993.

Some other useful references are on reserve at the Stewart Library on the NGCSU campus. They are:

Aquinas, St. Thomas. *St. Thomas Aquinas On Politics and Ethics*. New York: W. W. Norton & Co., 1988.

Bok, Sissela. *Lying: Moral Choice in Public and Private Life*. New York: Vintage Books (Random House), 1978.

Donahue, Anne Marie, ed. *Ethics in Politics and Government*. New York: H. W. Wilson Co., 1989.

Drew, Elizabeth. *Politics and Money: The New Road to Corruption*. New York: Macmillan Publishing Co., 1983.

Lewis, Carol W., and Gilman, Stuart C. *The Ethics Challenge in Public Service: A Problem-Solving Guide*. 2d ed. San Francisco: Jossey-Bass Publishers, 2005. (Available at Stewart Library as a netLibrary electronic book.)

McMahon, Christopher. *Authority and Democracy: A General Theory of Government and Management*. Princeton, N. J.: Princeton University Press, 1994.

Milgram, Stanley. *Obedience to Authority*. New York: Perennial Classics, 2004.

Thompson, Dennis F. *Ethics in Congress: From Individual to Institutional Corruption*. Washington, D. C.: Brookings Institution, 1995.

Winter-Berger, Robert N. *The Washington Pay-Off: An Insider's View of Corruption in Government*. Secaucus, N. J.: Lyle Stuart, Inc., 1972.

Study the required readings in advance of the respective classes for which they are assigned. The readings deserve careful study. The details of the assigned cases should be mastered in order to facilitate your participation in class discussions.

2. WRITTEN CASE-STUDY ASSIGNMENTS

You will be required to submit three written assignments. Each written assignment will involve a paper relating to an assigned case study. Each written assignment will account for 25 percent of the course grade.

A. *First written case-study assignment.* The first written case-study assignment will involve your choice of any case study assigned for the period between September 5 and 26. The paper should be submitted at the beginning of the class session for which the case has been assigned.

B. *Second written case-study assignment.* The second written case-study assignment will involve your choice of any case study assigned for the period between October 3 and 17. The paper should be submitted at the beginning of the class session for which the case has been assigned.

C. *Third written case-study assignment.* The third written case-study assignment will involve your choice of any case study assigned for the period between October 24 and November 28. The paper should be submitted at the beginning of the class session for which the case has been assigned.

DO NOT ATTEMPT TO WRITE ANY CASE-STUDY ASSIGNMENTS UNTIL YOU CAREFULLY READ AND UNDERSTAND THE FOLLOWING INSTRUCTIONS:

1. Each case-study paper *must address the instruction that accompanies the case under "Schedule of Reading Assignments."*

2. Case-study papers *must be submitted on time.* Late papers will not be accepted!

3. Case-study papers require careful and thorough analysis, evaluation, and comparison of alternatives. Do not merely summarize the facts in the case. *Be sure to apply the content of the reading assignment in the required and/or optional textbooks and/or the content of reserve readings!* If you don't reference and cite those sources liberally, you will be disappointed with your grade. Use the facts and data in the case and use the

reading material to write an intelligent analysis. You might want to pretend that the protagonist in the case has asked you to write a paper for his or her use that provides ethical guidance to him or her that he or she may have overlooked. Merely repeating what he or she already knows would be useless to him or her, and hence will not be evaluated favorably by me. I have substantial doubt that a useful, thorough analysis can be developed in less than eight pages of double-spaced word-processed text.

4. Use the proper style of academic papers. Do not submit an outline. Complete sentences and proper grammar and spelling are all essential. Please proofread papers before submitting them.

5. Please submit two copies of each paper to me. Do not place papers in report covers or manila folders; just staple. You will receive one copy with comments and grade; the other will be kept on file in my office. Also, please keep a copy for your own file.

6. Be prepared to discuss your paper in class when we examine the case study on which the paper is based.

The fact that you are *not* submitting a written assignment on a case study being discussed during a particular session does not relieve you of the obligation to study the case in advance. You should be prepared to participate in the discussion of every assigned case.

On occasion, a student may be concerned about the emphasis on case-study assignments, which require application of concepts before such concepts are discussed in class, or may have difficulty with one or both of the first case-study assignments. In such cases, the student is invited to make an arrangement, by consulting with the instructor, to write a term paper in place of the third case-study assignment. The weighting of a term paper is negotiable. The research paper is due on **Monday**, November 19. The topic of the research paper is as follows:

How, in your judgment, can one evaluate the ethical nature of an act?

How, in your judgment, can one evaluate the ethical nature of a government agency (or private, nonprofit association)? Select an agency and create a format for the systematic evaluation of the agency's ethical commitment.

The research paper must be based on and must make specific reference to literature of political science and/or philosophy (i.e., your textbooks, lecture notes, monographs, articles in scholarly journals, etc.). With respect to research on the agency or association, original sources from the agency or association may also be used.

A length of at least 10 pages of double-spaced, typewritten text would be typical. Please place a staple (no paper clip) in the upper-left corner of the paper. Do not submit any report covers or manila folders. Submit two copies.

3. FINAL EXAMINATION

There will be a final examination on Wednesday, December 5. It will account for 10 percent of your course grade.

4. MAKE-UP ASSIGNMENTS

A student who misses the equivalent of more than two class sessions, whether the absences are excused or not, will be required to submit a make-up assignment designed by the instructor for the third and each subsequent absence. Make-up assignments will be similar to the case-study assignments described above. The instructor will reduce a student's course grade by one letter grade for each required make-up assignment that is not completed to the instructor's satisfaction.

5. ATTENDANCE, PARTICIPATION, AND CONDUCT

Attendance is compulsory. You are considered responsible for being attentive to lectures and class discussions, for taking notes, and for being aware of the content of all class announcements. Please take note of the university's policy on "Class Attendance" (2006-2008 *Undergraduate Bulletin*, p. 72) which is incorporated herein by reference. A student who accumulates three unexcused absences can expect to receive a "W" or "WF", or to sustain a reduction in the course grade by one or more letter-grade levels.

Do not bring to class items that will emit audible signals, such as cell phones and watches that announce the top of the hour. If you have such an item in your possession, and it emits a sound, your course grade will be reduced by 1½ to 3 percentage points (depending on volume, with the instructor's evaluation being final) for each incident; your participation score may also be affected.

Sarcasm; rudeness; sleeping in class; conversing with other students; reading books, newspapers, or other documents not related to the course; doing assignments for another class; and other behaviors that indicate disrespect for the instructor, classmates, and/or the learning process will tend to have an adverse effect on your participation score and may lead to ejection and/or a disciplinary complaint.

Class participation involves involvement in discussions about readings and case studies that enhances the student's learning and the learning experience of classmates. Creditable participation reflects an understanding of reading assignments and an ability to apply the principles to administrative problems.

Attendance, class participation, and conduct will determine 15 percent of the course grade.

6. OTHER REQUIREMENTS

a. Incorporation of other controlling authority. All of the rules, regulations, and standards published in the undergraduate and graduate bulletins of North Georgia College & State University and the "Regulations of the M.P.A. Program" are incorporated by reference in this document.

b. Cheating and plagiarism. NGCSU's integrity code--"On my honor, I will not lie, cheat, steal, plagiarize, evade the truth, or tolerate those who do"--reflects the university's commitment to academic integrity. The "Academic Integrity Policy" (2006-2008 *Undergraduate Bulletin*, pp. 81-84) is incorporated herein by reference. Please note that in this course, as in all others at NGCSU, plagiarism and other forms of cheating are expressly prohibited. Any student who commits plagiarism or cheating may receive a reduced grade, which may involve a failing grade, and his or her matriculation in the M.P.A. Program may be terminated by the M.P.A. Advisory Committee.

A report of the incident will be provided to the university's Academic Integrity Council. The council and the vice president for academic affairs may take additional action, which may include a formal reprimand, probation, suspension, or expulsion from the university. Besides, when the Academic Integrity Council hears that you committed plagiarism in an *ethics* course, you really won't want to show your face around here again anyway.

c. Disabilities and accommodations. North Georgia College & State University is committed to equal access to its programs, services, and activities for people with disabilities. If you believe that you have a disability requiring an accommodation, reasonable *prior* notice needs to be given to the instructor and the Office of Student Disability Resources. In this case, contact Elizabeth McIntosh, coordinator of student disability resources, at Barnes Hall, Room 122 (706-867-2782).

d. On-line students' evaluation of course. Course evaluations at NGCSU are now conducted on-line through BANNER. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to the final-exam week.

e. Course grades. Course grades are available on BANNER Web 2000 within about two days of the end of final examinations.

Except in emergency situations, please do not request grades by telephone, E-mail, or similar method.

Notice about distinct standards for graduate students: Graduate students are expected to perform at a level that is better

informed and more sophisticated relative to undergraduates, based on the graduate students' completion of a bachelor's degree and the availability to them of more skill and experience.

Schedule of Assignments

Day Date Topic

W Aug. 22 Status of Ethics in Public Administration

deLeon	Geuras & Garofalo	Gutmann & Thompson
	1-23	
Richter & Burke	Sheeran	Svara
11-15, 31-35	3-14	1-17

W Aug. 29 No Class - Annual Meeting of the National Executive Council of the Pi Sigma Alpha Political-Science Honor Society, Chicago

W Sep. 5 Philosophy and Ontology; Epistemology and Psychology

deLeon	Geuras & Garofalo	Gutmann & Thompson
	43-95	
Richter & Burke	Sheeran	Svara
17-28	15-48	17-26, 47-72

Case: Stankiewicz, "The Controversial Curriculum" (G&T 458-462)

1. Analyze whether Vicki Frost's demands, if implemented, would impair the best interests of (a) her daughter, (b) other schoolchildren, (c) the schools' administrators and teachers, and (d) the public.
2. What obligations do majority and minority groups have to each other in a heterogeneous society?
3. What role does government have in reconciling or refereeing the diverse interests of such groups?
4. What policy concerning textbook selections and assignments would you favor? Why?

W Sep. 12 Human Action

deLeon	Geuras & Garofalo	Gutmann & Thompson
Richter & Burke	Sheeran	Svara
	49-72	27-46

Case: Stimson, "The Decision to Use the Atomic Bomb"

(G&T 6-17); see also Dueck, "Alternatives to the Bomb" (G&T 17-27)

1. What motivated Truman and Stimson to order that atomic bombs be used to devastate Hiroshima and Nagasaki?
2. There is a proverb that says, "All's fair in love and war." Do you agree? Is there any limit to the kinds of weaponry that can be used, on a moral basis, in warfare?
3. Evaluate alternatives to dropping atomic bombs on population centers.
4. What long-term effect would you have predicted that the August 1945 bombings would have on (a) Japan, (b) the United States, and (c) other nations?

W Sep. 19 Truth

deLeon	Geuras & Garofalo	Gutmann & Thompson
		72-112, 159-190
Richter & Burke	Sheeran	Svara
105-120		

Case: Nacht, "The Iran-Contra Affair" (G&T 77-87) and/or deLeon, "People With Their Own Agenda" (deLeon 164-204)

1. All right, so Ollie North lied to Congress. What's the big deal?
2. North explained, "By their very nature, covert operations or special activities are a lie." Why might the American public refuse to accept the inevitability of lies disseminated by government officials?
3. Evaluate President Reagan's and Vice President Bush's role in the Iran-contra affair.
4. What circumstances might justify the deliberate deception of the American public on matters of public policy?

W Sep. 26 Liberty and Democracy

deLeon	Geuras & Garofalo	Gutmann & Thompson
		429-559
Richter & Burke	Sheeran	Svara
35-42, 123-137		

Case: Zakaras, ed., "Making Marriage Gay" (G&T 442-456)

1. Some public officials want gays and lesbians to have the right to enter into same-sex marriage relationships. What benefits to society do these officials anticipate from government recognition of same-sex marriages?
2. Some public officials want state constitutions, or

the U. S. Constitution, to be amended to prohibit official recognition of same-sex partnerships. What costs to society do these officials attribute to such official recognition?

3. Put yourself into the position of public officials in either category--those who want same-sex marriage relationships to be recognized or those who want a constitutional ban on official recognition of same-sex partnerships. Pretend that you are in a situation in which your side doesn't have enough votes to prevail, and you need to get votes from people on the other side. What facts and analytical perspectives would you offer them?

Case: Califano, "Administering Abortion Policy" (G&T 468-495)

1. Evaluate the legitimacy of government policies that exclude certain legal privileges from grant and subsidy programs, such as Califano's preferred policy of withholding Medicaid funding of abortions.
2. Evaluate a policy that refuses Medicaid funding for (a) plastic surgery for disfigurements resulting from accidents and birth defects, (b) weight-loss drugs for morbidly obese individuals, and (c) restorative dentistry for those with lost or damaged teeth that create an unattractive appearance.
3. Compare and contrast a policy of withholding Medicaid funding of abortion with other hypothetical policies: (a) the National Endowment for the Humanities funding left-wing, but not right-wing, literature, (b) the National Science Foundation refusing to fund research based on the theory of evolution, and (c) a city council exempting recently established foreign-owned businesses from local property tax while taxing local businesses as usual.
4. Several priests advised Califano that he is morally justified in implementing legislation that he and his church deem immoral. Do you agree? Is there any limitation on this ethical loophole?

W Oct. 3 Obedience to Authority

deLeon	Geuras & Garofalo	Gutmann & Thompson
	97-144	191-258
Richter & Burke	Sheeran	Svara
141-149, 221-230		

Case: Friedman, "Cracking Down on Red Cross Volunteers: How American Red Cross Officials Subdued a Rebellion by Agitated, Mistreated Red Cross Volunteers in White County, Ga."

1. Because the volunteers are not paid, and thus lack

an economic stake in the Red Cross chapter, what motivates them to challenge the chapter's executive director and the board?

2. Compare the unity of Red Cross leaders and the disintegration of the aggrieved Red Cross volunteers' solidarity. How do you account for those diametrically opposite responses to the dispute?
3. Do an organization's leadership and management have any obligation to employees and/or volunteers (such as the obligation to provide continuity of the employees' and volunteers' affiliations)? Why or why not? What obligations do employees and volunteers have to management?
4. What obligations, if any, did the volunteers have to (a) the chapter board, (b) Richard and Lois Payton, (c) the American Red Cross organization, and (d) the public?

Case: Lee, "George Shultz and the Iran-Contra Affair" (G&T 217-224)

1. Lee reports that Secretary of State Shultz appeared on television on November 16, 1986, to state his opposition to arms deals with Iran. Do you think that Shultz's public declaration constitutes disloyalty to the president who appointed him? Explain.
2. On November 22, 1986, Lee reports, President Reagan sent a message to Shultz that said, "Support me or get off the team." Three days later, the president asked Shultz to remain in the position of secretary of state. What do you think motivates Reagan to keep Shultz in his job when Shultz is critical of Reagan's decisions?
3. Shultz was asked by members of Congress to explain why, in December 1985, he did not threaten to resign as a tactic to put a stop to proposals to sell arms to Iran. "That is not the way to play this game at all," Shultz asserted. What *is* this game? How does one *play* this game? Is the game ethical? Explain.

W Oct. 10 Sources of Ethical Guidance

deLeon	Geuras & Garofalo	Gutmann & Thompson
Richter & Burke	Sheeran 73-88	Svara 104-114

Case: Dickert, "The Senate Confirmation of Justice Clarence Thomas" (G&T 115-138)

1. If Anita Hill's allegations are true, what impact would Thomas's improprieties have on his fitness for service as a judge?

2. Evaluate Hill's actions in testifying against Thomas's appointment.
3. Evaluate the actions of the staff of the Senate committee in publicizing Hill's identity and soliciting her public testimony.
4. If a candidate for a high-ranking position in government is determined, or suspected, of having indulged in such acts as adultery, draft evasion, illicit drug use, failure to pay Social Security tax for domestic help, etc., should such acts disqualify him or her? Classify those and other acts as acceptable or unacceptable, if appropriate.

W Oct. 17 Duties to Ourselves and Others

deLeon	Geuras & Garofalo	Gutmann & Thompson
Richter & Burke	Sheeran 91-114	Svara

Case: Rudenstine, "Daniel Ellsberg and the Pentagon Papers" (G&T 202-211)

1. Is Ellsberg a hero, a traitor, or something else? Explain.
2. What motivates Ellsberg?
3. Why did sympathetic members of Congress decline to publicize the contents of the Pentagon Papers?

Duties to Ourselves and Others: Whistle-Blowing

deLeon	Geuras & Garofalo	Gutmann & Thompson
Richter & Burke 152-154, 157-167, 185-199	Sheeran	Svara 115-128

Case: Carter, "The Space Shuttle *Challenger*" (G&T 236-246)

1. Did the possibility that the O-rings might fail justify whistle-blowing by Boisjoly and McDonald before the shuttle was launched? Are they responsible for the accident? If not, whom do you blame?
2. Interpret Mason's instruction to Lund: "It's time to take off your engineer's cap and put on your manager's cap." Are there different ethics for managers than for engineers? What motivates Mason?
3. In so far as most human adventures involve risk and produce death--such as automobile travel--isn't it entirely reasonable that NASA managers launched the shuttle even without a guarantee of safety for the astronauts? If so, isn't the criticism of NASA and Thiokol based on 20-20 hindsight, and thus unfair?
4. Evaluate the shuttle program as a factor in

promoting the public interest.

W Oct. 24 Property vs. Equity

deLeon	Geuras & Garofalo	Gutmann & Thompson
		313-384
Richter & Burke	Sheeran	Svara
150-152	115-146	

Case: Goldberg, "Welfare Reform in Wisconsin" (G&T 357-374)

1. What do you think accounts for the persistent unemployment of certain members of the population? Do you think that their unemployment is voluntary? involuntary?
2. What do you think the government (or society) should do in cases in which people are persistently unemployed involuntarily? What should it do in cases in which people are persistently unemployed voluntarily? Why?
3. Evaluate the effects of any of your proposed approaches on the children of unemployed individuals.
4. Evaluate the benefits of government-run make-work programs (programs that, if necessary, create jobs so that benefit recipients have something to do).

W Oct. 31 Policy Analysis

deLeon	Geuras & Garofalo	Gutmann & Thompson
		261-312
Richter & Burke	Sheeran	Svara
52-58		

Case: Kincaid, "Saving the Tuolumne" (G&T 264-281)

1. Why would an environmentalist like Robert Stavins do a cost-benefit analysis of the Tuolumne hydroelectric project? Had the benefit-cost ratio been greater than 1, would this have justified the project ethically?
2. Can a government policy with a benefit-cost ratio less than 1 be justified ethically? Can a government policy with a benefit-cost ratio more than 1 be unethical?
3. Would a majority vote in a statewide referendum justify the Tuolumne project ethically?
4. Respond to the issues discussed in the last paragraph on p. 221.

Case: Scott, "The Risks of Asarco" (G&T 283-294)

1. What should the government do to protect a person from carcinogenic pollutants? to protect

- 1000 people? 1 million people?
2. Evaluate the problem of negative externalities from an ethical perspective. Should externalities be controlled? by whom?
 3. Answer the questions in the first paragraph of the "Comment" section on p. 233.

Policy Analysis

deLeon	Geuras & Garofalo	Gutmann & Thompson
Richter & Burke	Sheeran	Svara

Case: Varley, "Defunding Organ Transplants in Arizona" (G&T 315-331)

1. Is it morally acceptable that affluent people have access to organ transplants, because they can afford to pay, while poor people don't have such access if the government refuses to subsidize those procedures?
2. A heart transplant cost about \$200,000 in 1984. Is that a justifiable use of public resources? What else could \$200,000 be used for? What *should* it be used for?
3. What variables should determine the value of a person's life? What is the value of a typical person's life? What is the value of *your* life?
4. Who, if anyone, *should* pay for organ transplants?

W Nov. 7 Corruption; Codes of Ethics

deLeon	Geuras & Garofalo	Gutmann & Thompson
1-50, 205-236	23-42	
Richter & Burke	Sheeran	Svara
15-17, 47-52, 58-65, 69-102, 175-182		73-104, 161-186

W Nov. 14 Strategies and Tactics

deLeon	Geuras & Garofalo	Gutmann & Thompson
	307-330	385-407
Richter & Burke	Sheeran	Svara
167-175, 205-217, 230-234		129-154

Case: Fullinwider, "Affirmative Action at AT&T" (G&T 388-428)

1. Can governmental interference in the employment practices of a privately owned and operated firm be justified? Discuss.
2. Is it fair to deprive members of one group of

employment and promotional opportunities because members of other groups had been victimized by discrimination?

3. Discuss the effects of the EEOC's regulatory policies on AT&T's competitiveness and profitability.
4. What do you think motivates the EEOC? Is the motivation reasonable?

W Nov. 21 No Class - Thanksgiving Eve

W Nov. 28 Violence

deLeon	Geuras & Garofalo	Gutmann & Thompson
		3-71
Richter & Burke	Sheeran	Svara

Case: Higgins, "Intervention in Somalia" (G&T 32-45)

1. Is the use of military action appropriate in international politics for humanitarian purposes? What circumstances would justify such action?
2. Is the use of military action appropriate in international politics for influencing another country's political system? What circumstances would justify such action?
3. To what extent does the coalescence of a multinational military force improve the morality of military initiatives?
4. What circumstances might justify invasion of the United States by foreign military forces? (For example, would other countries have been justified in invading the United States to end slavery, lynchings, and segregation?)

The Ethical Agency

deLeon	Geuras & Garofalo	Gutmann & Thompson
Richter & Burke	Sheeran	Svara
234-235	147-154	155-160, 187-190

W Dec. 5 FINAL EXAMINATION (7:05 p.m.)

* * *

QUESTIONS THAT MAY ARISE ON THE M.P.A. COMPREHENSIVE EXAMINATION

1. Explain some general but compelling reasons why human beings find it so difficult to act ethically (a) in their personal lives and (b) in their professional lives.
2. List general categories of corrupt acts that arise routinely in public service.
3. Explain: "Ethics is the practical outgrowth of epistemology."
4. What is Vilfredo Pareto's approach to welfare economics? Explain fully.
5. What are the purposes of a liar? What are the effects of a lie on the person to whom the lie is told?
6. What are the ethical bases of a free, liberal, democratic society? Why are there such ethical bases?
7. Explain Milgram's experiment. How do we explain the obedience of Milgram's subjects in carrying out morally contemptible directions?
8. What circumstances justify self-sacrificial acts, such as risking one's life, whistleblowing, etc.? What circumstances often militate against such self-sacrificial acts?
9. Why do Americans say that we have the right to "life, liberty, and property"? What does government do to protect these favors?
10. Is there a limit to the right of the wealthiest people to accumulate scarce resources? What does government do to impose such limits? What would happen if government sought to maintain a state of perfect equity (where everyone owns the same amount of wealth and property)?
11. Evaluate the ethical character of government programs that waste resources. What can be done to control such wastefulness?
12. Explain the contents of the American Society for Public Administration's Code of Ethics.
13. What justifies violence and war? What kinds of people *forfeit* their freedom from violence?

Vocabulary

Ontology
Epistemology
Teleological school

Utilitarianism
Deontological school
Formalism

