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 and undergraduates contemplating public-service careers 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.

Course Requirements

1. REQUIRED READINGS

One book is required for purchase by all members of the class, and is available at the UNG—Dahlonega bookstore. It is:


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 Library Technology Center at UNG—Dahlonega.¹

Two books are recommended for purchase by all members of the class, and is available at the UNG—Dahlonega bookstore. They are:

Lawton, Alan; Rayner, Julie; and Lasthuizen, Karin. Ethics and Management in the Public Sector. Abingdon, Oxfordshire, U. K.: Routledge, 2013. (Also on reserve at library.)

Svara, James. The Ethics Primer for Public Administrators in Government and Nonprofit Organizations.

¹ 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.
Four books are optional, and are available at the UNG–Dahlonega bookstore. They are:


Some other useful references are on reserve at the Library Technology Center at UNG–Dahlonega. They are:


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 June 6 and 19. 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 June 21 and July 5. 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 July 10 and 24. 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 (e.g., list of questions) 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. The use of full-blown APA style is required. You may wish to obtain a copy of the style manual. It is available, for example, at this Web site:

http://www.apastyle.org/pubmanual.html
A really helpful resource is the accompanying software to the APA style manual. The software is available by direct download or by purchase of an actual CD-ROM. I strongly advise the purchase of the CD-ROM rather than the direct download. The software is available, for example, at this Web site:

http://www.apastyle.org/stylehelper/

You are also required to use the modifications to APA style that appear at this Web page:

http://faculty.UNG.edu/bfriedman/Courses/APAmod.html

5. Take notice of the warning about plagiarism that appears below.

6. Please take note of the miscellaneous rules about writing that appear on this Web page:

http://faculty.UNG.edu/bfriedman/Courses/MiscRule.html

7. 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.

8. 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 Wednesday, July 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, word-processed 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.

Notice about academic integrity; plagiarism and cheating: The integrity code of the University of North Georgia—"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" (2016-2017 Undergraduate Bulletin, http://ung.catalog.acalog.com/content.php?catoid=20&navoid=557#academic_integrity_policy; see also the Student Handbook) and the "Academic and Professional Integrity Policy" (described in the 2016-2017 Graduate Bulletin at http://ung.catalog.acalog.com/content.php?catoid=21&navoid=616#Academic_and_Professional_Integrity_Policy) are incorporated herein by reference. Please note that in this course, as in all others at UNG, 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.²

² If you would like to read a discussion of the rationale for the rules about plagiarism, you are welcome to read my essay that is accessible on the Internet at http://faculty.UNG.edu/bfriedman/Studies/plgrm.htm.
3. FINAL EXAMINATION

There will be a final examination on Wednesday, July 26, at 5:30 p.m. It will account for 10 percent of your course grade.

4. 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. A written make-up assignment will be required in the event of absences or substantial tardiness. The course grade will be reduced, with a failing grade being possible, if such make-up assignments are not submitted to the satisfaction of the instructor. Where absences can be anticipated, properly documented advance notice to the instructor is required. The university's absence policy, which appears in the 2016-2017 Undergraduate Bulletin, at http://ung.catalog.acalog.com/content.php?catoid=20&navoid=557#class_attendance, is incorporated by reference.

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. The conduct requirement also necessitates that you will use any laptop on your desk only to take notes based on the lecture and discussion, and not to facilitate your use of E-mail, social networking, and/or other activities unrelated to the course. Acting contrary to these rules may (a) severely impact your score for participation and conduct and (b) expose you to disciplinary measures.

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.

5. INCORPORATION OF OTHER CONTROLLING AUTHORITY

The contents of the following are incorporated by reference:

- All of the rules, regulations, and standards published in UNG’s undergraduate and graduate bulletins and the “Regulations of the M.P.A. Program.”

- The supplementary information that appears on the Web page at this URL address:
  
  http://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php

6. COURSE GRADES

Your instructor uses the conventional grading scale: 90-100%, A; 80-89%, B; 70-79%, C; 60-69%, D; below 60%, F.

Course grades are available on BANNER 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.

7. ACCESSIBILITY STATEMENT

If you need this document in another format, please contact Andrew Eade by E-mail (andrew.eade@UNG.edu) or by telephone (706-864-1628).

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>June 5</td>
<td>Status of Ethics in Public Administration</td>
<td>deLeon</td>
<td>Geuras &amp; Garofalo</td>
<td>Gutmann &amp; Thompson</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-23</td>
<td>1-23</td>
<td>1-23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Richter &amp; Burke</td>
<td>Sheeran</td>
<td>Svara</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11-15, 31-35</td>
<td>3-14</td>
<td>1-22</td>
</tr>
</tbody>
</table>

W June 7 Philosophy and Ontology; Epistemology and Psychology

<table>
<thead>
<tr>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>43-95</td>
<td></td>
</tr>
<tr>
<td>Richter &amp; Burke</td>
<td>Sheeran</td>
<td>Svara</td>
</tr>
</tbody>
</table>

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?
M June 12 Human Action

<table>
<thead>
<tr>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richter &amp; Burke</td>
<td>Sheeran</td>
<td>Svara</td>
</tr>
<tr>
<td>49-72</td>
<td>33-58</td>
<td></td>
</tr>
</tbody>
</table>

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 June 14 Truth

<table>
<thead>
<tr>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richter &amp; Burke</td>
<td>Sheeran</td>
<td>Svara</td>
</tr>
<tr>
<td>105-120</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?
M June 19 Liberty and Democracy

<table>
<thead>
<tr>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>429-559</td>
</tr>
</tbody>
</table>

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 June 21 Obedience to Authority

<table>
<thead>
<tr>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-144</td>
<td>Sheeran</td>
<td>191-258</td>
</tr>
<tr>
<td>141-149, 221-230</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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." (Available online at http://faculty.UNG.edu/bfriedman/Studies/REDXcd.htm)

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?
M June 26  Obedience to Authority / continued

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 June 28  Sources of Ethical Guidance

<table>
<thead>
<tr>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richter &amp; Burke</td>
<td>Sheeran</td>
<td>Svara</td>
</tr>
<tr>
<td></td>
<td>73-88</td>
<td>131-142</td>
</tr>
</tbody>
</table>

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.

M July 3 Duties to Ourselves and Others

<table>
<thead>
<tr>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richter &amp; Burke</td>
<td>Sheeran</td>
<td>Svara</td>
</tr>
<tr>
<td>91-114</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

W July 5 Duties to Ourselves and Others: Whistle-Blowing

<table>
<thead>
<tr>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richter &amp; Burke</td>
<td>Sheeran</td>
<td>Svara</td>
</tr>
<tr>
<td>152-154, 157-167, 185-199</td>
<td>143-160</td>
<td></td>
</tr>
</tbody>
</table>

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. (Note: The term “public interest” refers to the well-being of the public.)

M  July 10  Property vs. Equity

<table>
<thead>
<tr>
<th></th>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>313-384</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Richter &amp; Burke</td>
<td>Sheeran</td>
</tr>
<tr>
<td></td>
<td>150-152</td>
<td></td>
<td>Svara</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>115-146</td>
</tr>
</tbody>
</table>

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 July 12 Policy Analysis

<table>
<thead>
<tr>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>261-312</td>
<td></td>
</tr>
<tr>
<td>Richter &amp; Burke</td>
<td>Sheeran</td>
<td>Svara</td>
</tr>
<tr>
<td>52-58</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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. 282.

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. 294.

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?

QUESTIONS CONTINUE ON NEXT PAGE
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?

M July 17  Corruption; Codes of Ethics; Responsiveness

<table>
<thead>
<tr>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-50, 205-236</td>
<td>23-42</td>
<td></td>
</tr>
<tr>
<td>Richter &amp; Burke</td>
<td>Sheeran</td>
<td>Svara</td>
</tr>
<tr>
<td>15-17, 47-52, 58-65, 69-102, 175-182</td>
<td></td>
<td>87-130, 201-230</td>
</tr>
</tbody>
</table>


W July 19  Strategies and Tactics

<table>
<thead>
<tr>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>307-330</td>
<td>385-407</td>
</tr>
<tr>
<td>Richter &amp; Burke</td>
<td>Sheeran</td>
<td>Svara</td>
</tr>
<tr>
<td>167-175, 205-217, 230-234</td>
<td></td>
<td>161-194</td>
</tr>
</tbody>
</table>

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?
M July 24 Violence

<table>
<thead>
<tr>
<th>deLeon</th>
<th>Geuras &amp; Garofalo</th>
<th>Gutmann &amp; Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3-71</td>
<td></td>
</tr>
<tr>
<td>Richter &amp; Burke</td>
<td>Sheeran</td>
<td>Svara</td>
</tr>
</tbody>
</table>

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

W July 26 FINAL EXAMINATION (5:30 p.m.; be sure to arrive on time)

* * *

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.”


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?


13. What justifies violence and war? What kinds of people forfeit their freedom from violence?

Vocabulary
- Ontology
- Epistemology
- Teleological school
- Utilitarianism
- Deontological school
- Formalism