Welcome to Ethics and Politics. This is a special topics course offered within the Politics of Ideas subfield in Political Science. I look forward to having you in class!

Class Time: Tuesdays & Thursdays, 9:25am - 10:40am
Class Location: Maybank Hall, 111
Prerequisites: None

My Educational Philosophy
My educational philosophy is reflective of my experience as a practitioner and manager in the public sector. I strongly believe that learning and growth occur most fully in the context of dialogue and through deep reflection on our own experiences. As such, our professional and personal experiences provide a foundation for our learning this semester. In questions of ethics and politics in particular, civil and robust dissent and debate is a prerequisite.

Course Description
This course provides a broad overview of ethical frameworks as they relate to the actions and decisions of public officials, the impact of public policy and law, public sector leadership, and democratic governance. Ethics often involve collective and personal judgments to define and delineate between right versus wrong, moral and immoral. Other times, ethics may be called upon when difficult choices between competing values come into conflict, such as conflicts about security versus freedom, public versus private, short-term versus long-term, and equity versus efficiency. These ethical dilemmas often involve tough choices and tradeoffs where there is no clear right or wrong answer. By learning about and practicing different philosophical frameworks for ethical decision making, we will debate and discuss these moral quandaries. The course is divided into four sections: (1) the theoretical, philosophical and historical foundations of ethics, (2) the ethics of process, commonly called the ethics of office, which focuses on public officials, (3) the ethics of public policy, which concentrates on moral judgments about policies and laws, and (4) ethical public service leadership. We will end the course by examining current and future challenges in public sector ethics.

Student Learning Objectives
Upon successful completion of this course, students will be able to:
• Explain and apply various ethical theories and frameworks in the context of American politics, policies, and public service. Assessment: Case Studies, Midterm Exam
• Demonstrate an appreciation of how the past and present affect ethical values. Assessment: Engagement & Participation, Ethical Dilemma Term Paper
• Demonstrate how you might incorporate ethical frameworks to value all people and display desired leadership qualities. *Assessment: Case Studies, Ethical Dilemma Term Paper*

• Demonstrate how the reconciliation of competing ethical values, expectations, and goals can build public trust and strengthen relationships. *Assessment: Case Studies, Ethical Dilemma Term Paper*

• Practice the values of fairness, justice, equity, responsiveness, empathy, and co-creation. *Assessment: Engagement & Participation*

• Recognize bias and the ways privilege and power have shaped our understanding of public ethics and political morality. *Assessment: Case Studies, Ethical Dilemma Term Paper*

### Assignments, Due Dates, and Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (Weight)</th>
<th>Objective and Rationale</th>
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<tbody>
<tr>
<td>Engagement &amp; Participation</td>
<td>75 (15%)</td>
<td>Your active, prepared, and civil engagement will be essential to enhance your own and your peers’ learning throughout the semester. With the understanding that not all students engage or participate in the same manner (shout out to the introverts!), there will also be in class polls via <a href="#">Poll Everywhere</a> to provide feedback and input. <em>See absence policy below for more information.</em></td>
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<tr>
<td>Reading Responses</td>
<td>75 (15%)</td>
<td>Reading responses are required at least once a week and serve various purposes: 1. They encourage you to stay up to date with the reading and fully prepare for class; 2. They offer me regular feedback on your learning and help me tailor class to address your questions; and, 3. They present another forum for you to engage with your peers. <em>Responses must be completed via OAKS discussion boards before class begins. You should address key concepts from the assigned reasons and the questions they raised. You must submit at least twelve (12) reading responses throughout the semester and at least six (6) replies to your peers’ responses.</em></td>
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<tr>
<td>Case Studies &amp; Reflective Essays</td>
<td>100 (20%)</td>
<td>We will complete group case studies during class and individual reflective writing assignments to engage with the material and practice applying ethical frameworks. <em>All cases will be discussed (and/or reflections distributed) during a scheduled class session and cannot be made up, but you can afford to miss one case study and/or reflection and still receive up to 50</em></td>
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possible points. Your submissions will be evaluated on the depth and clarity of your answer, your ability to connect your reflection to materials from the case and class (readings, lectures, etc.). All submissions should be reviewed for accuracy, grammar, and spelling.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tr>
<td>Mid-Term Exam</td>
<td>50</td>
<td>10%</td>
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<td>Exams are a useful assessment tool for evaluating mastery of course content.</td>
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<td><em>The mid-term exam will be given during the class period on February 25. The exam may contain multiple choice, true/false, short answer questions, or essay questions.</em></td>
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<tr>
<td>Ethical Dilemma Term Paper</td>
<td>100</td>
<td>20%</td>
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<td>This paper assignment will allow you to engage with the ethical frameworks we have discussed and apply them to a real ethical dilemma in politics or public service. It takes the place of a final exam and will be due during the final exam period.</td>
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<td><em>The final paper, due April 25th at 11:00am, should be six (6) to eight (8) pages, double-spaced following the Political Science Department Guide to Referencing.</em></td>
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<td>Interim Paper Assignments:</td>
<td>50</td>
<td>total</td>
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<td>Paper Proposal &amp; Annotated Bibliography</td>
<td>25</td>
<td>(5%)</td>
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<td>In-Class 3MT Presentation</td>
<td>25</td>
<td>(5%)</td>
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<td>These assignments will ensure you have an opportunity for feedback throughout the semester on your paper.</td>
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<td><em>You must submit a brief paper proposal on March 5th and we will be doing brief 3-Minute Thesis style presentations in class on 4/21, the date the final papers are due.</em></td>
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<td>Total</td>
<td>500</td>
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<td><em>Additional details and rubrics for each assignment will be posted on OAKS and discussed in class.</em></td>
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**Grading Scale**

You must complete all assignments to receive a passing grade in this class. As a general rule, late assignments are not accepted. For each day an assignment is late, a full letter grade will be deducted from possible points. Also note: I cannot guarantee timely feedback on late submissions. If you need an accommodation or extension for legitimate reasons, you **must** contact me **prior** to the due date and online submission deadline. There are **500 points possible** in this class. Grades will be allocated based on your earned points, calculated as a percentage of 500.

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<th>Grade</th>
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<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>59 &amp; Below</td>
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Grades of “Incomplete” (I) are reserved for those students who for some unexpected reason are unable to complete final requirements for the class. Students requesting an “I” must see me as soon as they learn of their inability to complete the assigned work and should be performing at a passing level (C or better) in the class.

**Extra Credit: Experiential Learning Assignment - Attendance at Community or Political Events/Lectures with a Written Summary**
You will be presented with several opportunities to attend events or lectures on campus or in the community; eligible events will be announced in class and/or via OAKS announcements. If you attend, you are required to complete a one page (single-spaced) or two page (doubled spaced) typed written summary that clearly describes the event/lecture, uses detailed examples to clearly link the lecture/event to class readings/discussion that is well-written, organized and has limited to no grammatical errors. You must submit your summary within one week of the event/lecture to the OAKS dropbox. Each summary will boost your overall grade by one percentage points and I will allow up to two extra credit opportunities (two percentage points).

**Required Texts & Additional Readings**
The following text will be required for this course and are available through the campus bookstore:

You may choose to purchase these books online. Used copies are fine, but please ensure that you buy the fourth edition of the Weston text. These books are also available via library.cofc.edu.

*Additional required readings, podcasts, or videos will be made available electronically through the OAKS system, accessible via MyCharleston.*

**General Policies**

**Communication**
Please do not hesitate to contact me. My preferred method of initial communication is email. If you would like detailed feedback, I encourage you to contact me via email or come to office hours to discuss assignments or course material. The way you present yourself in in written and verbal form says a lot about who you are, your work ethic, and your priorities. Consider every interaction you have with faculty and your peers an opportunity to demonstrate the best version of yourself. Finally, please do not suffer in silence if you are struggling at any point throughout the course. Instead, contact me as soon as possible to discuss any issues, confusion, or concerns. I am here to help, and I want you to be successful in this course.

**Absences**
This is a fast-moving course and a large part of our learning will take place in the classroom. Thus, class attendance and engaged participation is expected. Any necessary, excused absences or medical leave should be discussed with the professor in advance. Additional attendance policy information can be found through the CofC Absence Memo Office.

**Technology**
Please be respectful of your fellow classmates and me by silencing your cell phone during class and limiting laptop use to only class-related activity. While I appreciate any effort to save trees, students should use computers only for taking notes or Poll Everywhere. Students who use their computers, phones, etc. for emailing, internet surfing, social media, or other non-class-related activities will lose participation points at the discretion of the professor. Fair Warning: I tend to deduct a quarter to half of all participation points when students are seen using their computers or technology for non-class-related activity.

**Classroom Values**
Several values will support your success in this course. First and foremost, **be curious**! Explore new ideas with enthusiasm and excitement. Public administration is a new concept for many of you – as such – please do not be afraid to **ask questions or stop the class** when something is unfamiliar or confusing. **Respect and support** your peers in the classroom. One way we develop a learning environment is through allowing each other space and time to reflect on these ideas and concepts in a civil manner.

**College of Charleston Honor Code and Academic Integrity**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted.

Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams or written assignments, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.
Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf

Accommodations for Documented Disabilities
The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. You can contact Center at SNAP@cofc.edu or (843) 953-1431. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before any accommodation is needed.

Center for Student Learning
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course assignments. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. The CSL is located on the first floor of Addlestone Library and they can assist you with writing term papers, essays, letters, memos or book reviews from developing ideas and organizing materials to editing final drafts (in addition to other services). For more information regarding these services please visit the CSL website at http://csl.cofc.edu.

Food & Housing Resources
Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor Trochmann if you are comfortable in doing so.

Inclusion
The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

Preferred Name and Pronoun Information
I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of any request early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

On Campus Gender Inclusive facilities
Campus Resources
College of Charleston Reporting Portals
National Resources for Faculty & Staff
GSEC Reports
Religious Accommodations

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

Inclement Weather Policy

If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

Additional Student Support Services

http://capp.cofc.edu/Support%20Services/index.php

Additional Policies

http://policy.cofc.edu/policy.php#student
Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Course Schedule
Listed below are the readings and assignments for each class. The instructor reserves the right to modify this schedule, as necessary. Any changes will be reflected in the content in OAKS and/or discussed in class.

Section 1: The Theoretical, Philosophical and Historical Foundations of Ethics

| January 9 | Introductions, Overview, & Expectations |
| Assignment: | Review the syllabus. |
| In Class: | Co-create guidelines for engaged participation and reflective papers. |

January 14 | Types of Ethical Conflicts: Right vs. Wrong and Right vs. Right |

January 16 | Ethical Tensions: Right vs. Right |
Reading: | Weston Ch. 4 - When Values Clash (pp. 64-82) Dan Munro Feynmans’ Error on Ethical Thinking and Drifting: [https://www.danmunro.ca/blog/2018/11/29/feynmans-error-on-ethical-thinking-and-drifting-nbsp](https://www.danmunro.ca/blog/2018/11/29/feynmans-error-on-ethical-thinking-and-drifting-nbsp) |
In Class: | Case Study 1 |

January 21 | Jeremy Bentham, Utilitarianism, and Consequentialism |
Reading: | [https://plato.stanford.edu/entries/consequentialism/](https://plato.stanford.edu/entries/consequentialism/) |

January 23 | Deontology and Kantian Ethics |
Reading: | [https://plato.stanford.edu/entries/ethics-deontological/](https://plato.stanford.edu/entries/ethics-deontological/) Weston Ch. 2 - Beyond Authority (pp. xx-xx) Listen: [https://philosophizethis.org/deontology-vs-consequentialism/](https://philosophizethis.org/deontology-vs-consequentialism/) |

January 28 | Aristotle, Virtue Ethics, and Care-Based Approaches |
Reading: | [https://plato.stanford.edu/entries/ethics-virtue/](https://plato.stanford.edu/entries/ethics-virtue/) |

January 30 | Putting the Three Approaches Together |
Reading: | Weston, Ch. 3 – Ethical Theories (pp. 45-59) |
In Class: | Case Study 2 |

Section 2: Political Ethics Part 1 - Process Ethics or the Ethics of Office

February 4 | Political Ethics and Dirty Hands |
               https://plato.stanford.edu/entries/dirty-hands/

February 6     Political Campaigns


Review Campaign Activity Ethical Guidelines, as assigned: https://ethics.house.gov/campaign-activity

In Class:  Case Study 3

February 11    Elected Officials
Reading:  As assigned, review topics:
               https://www.ethics.senate.gov/public/index.cfm/ethicsrules
Review SC State House Ethics Laws:
               https://www.scstatehouse.gov/code/t08c013.php


February 13    Whistleblowers and Ethics


Listen: The Daily The Moral Complexities of Working with Julian Assange:

In Class:  Case Study 4

Section 3: Political Ethics Part 2 – Ethics and Public Policy
February 18    Codes of Ethics
Readings:  ICMA Code of Ethics:
               https://icma.org/sites/default/files/ICMA%20Code%20of%20Ethics%20%28December%202019%29.pdf
### ASPA Code of Ethics

In Class: Case Study 5

### February 20

**Reading:** Democratic Governance in a Capitalist Economy

**Reading:** Sandel, Introduction- Ch. 1

**In Class:** Mid-term Review

### February 25

**Mid-term Exam Due**

### March 3

**Reading:** Democratic Governance Continued

**Reading:** Sandel, Ch. 2-3

**In Class:** Reflection 1

### March 5

**Reading:** Private and Public Lives

**Reading:** Sandel, Ch. 4-5


### March 10

**Section 4: Ethics in Practice - Leading in the Public Sector**

**Readings:**


**In Class:** Ethical Frameworks in Public Service

### March 12

**Reading:** Administrative Dissent


**In Class:** Case Study 6

### March 17-19

**Spring Break – No Class**

### March 24

**Reading:** Administrative Evil

**Reading:** Adams & Balfour (2009). *Unmasking Administrative Evil* Excerpt in OAKS


**In Class:** Reflection 2
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
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<tbody>
<tr>
<td>March 31</td>
<td>Strategies for Ethical Public Service</td>
<td>Guy &amp; Ely “Public Integrity” Ch. 13, pp. 421-450, in OAKS</td>
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<tr>
<td>April 2</td>
<td>Library Class</td>
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<td><strong>Section 5: Current &amp; Future Ethical Challenges</strong></td>
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<td>April 7</td>
<td>Machine Learning, AI, and Bias – Ethical Technological Change</td>
<td>Watch Dr. Kate Crawford on The Trouble with Bias:</td>
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<td>Assignment</td>
<td><a href="https://www.youtube.com/watch?v=fMym_BKWQzk">https://www.youtube.com/watch?v=fMym_BKWQzk</a></td>
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<td>Due</td>
<td>Annotated Bibliography</td>
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<td>April 9</td>
<td>Big Data and Politics</td>
<td>Carole Cadwalladr: Facebook’s Role in Brexit and the Threat to Democracy</td>
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<td>Assignment</td>
<td>Carole Cadwalladr: <em>It’s not about Privacy – It’s About Power</em></td>
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<td>April 14</td>
<td>Big Data and Public Service</td>
<td>Virginia Eubanks <em>Automating Inequality</em>. Chapters 1-2. OAKS.</td>
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<td>In class</td>
<td>Case Study 8</td>
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<td>April 16</td>
<td>Tying it All Together</td>
<td>Weston – Ch. 5-6</td>
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<td>In Class</td>
<td>Mind Mapping Exercise</td>
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<td>Reflection 3</td>
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<td>April 21</td>
<td>Papers Due and In Class Oral Presentations</td>
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<td>In Class</td>
<td>Oral Presentations on Final Papers: 1 Slide, 3-Minutes per student – See:</td>
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<td><a href="https://threeminutethesis.uq.edu.au/about">https://threeminutethesis.uq.edu.au/about</a></td>
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<tr>
<td>April 25</td>
<td>Final Term Paper Due in OAKS @ 11:00am</td>
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