This course examines the concept of leadership in government and other settings, with an emphasis on preparing students for the ethical challenges associated with professional life in general and leadership roles in particular. The course combines theoretical and practical perspectives through exploration of contemporary cases and controversial issues, making use of a variety of active learning techniques. The course provides an introduction to some core concepts and traditions of moral philosophy as well as an explication of key perspectives on leadership, with a focus on the role of values (personal, organizational, public) as compass, yardstick, and basis for the legitimate and ethical exercise of power. Students will have extensive opportunities to develop critical thinking and communication skills by applying concepts and analytical tools to cases related to emergency preparedness, homeland/national security, and/or cyber-security. A mix of historical and contemporary materials will be examined to investigate a variety of recurring leadership and ethical challenges in a variety of contexts in the United States as well as abroad.

Learning Objectives:

Upon completion of this course, students should be able to:

1. Identify, explain, and differentiate among key aspects of leadership (including the ethical dimension) in politics and public management relevant to emergency management, national/homeland security and cyber-security [EHC].
2. Compare and contrast competing ethical perspectives and apply them to concrete cases from EHC and cognate realms.
3. Conduct in-depth analysis of policy problems in the EHC domain, bringing in ethical and other relevant practical aspects.
4. Engage in competitive advocacy and decision-making processes with regard to controversial policy issues.
5. Work effectively—individually and in group settings—to explore and propose well developed and ethically informed solutions to leadership challenges as well as organizational and policy problems relevant to EHC.
Warning!

This course will involve discussion and analysis of controversial events and issues. The thematic focus on leadership and ethics will focus our attention on the very best and worst of human individual and collective behavior. Furthermore, the substantive focus on CEHC topics (crises, disasters, threats to privacy, physical and cyber-security etc.) will entail examining extreme situations and potentially painful dilemmas faced by leaders. Furthermore, students should be prepared for exposure to potentially upsetting narratives, images, sounds, and political views. If you do not feel comfortable working with such issues and materials, this may not be the right class for you.

Code of Conduct for Class Participation

- We will come to class prepared.
- We will participate actively.
- We will listen carefully to each other.
- We recognize that on many important issues of policy, politics, and ethics, responsible, informed people may disagree and/or change their views as a result of reflection and dialogue.
- We will show respect and tolerance for the viewpoints of others.
- We will examine each other’s views and arguments in a spirit of constructive, critical dialogue.

Class Expectations, Requirements and Grading (Weights)

The course workload is based on the assumption that you will devote at least seven hours per week engaging this class (with three hours of participation during class meetings and four hours of work outside of class). It is assumed that the average student can read 30 pages per hour and write original essays at a rate of approximately 300 words (or one single-spaced page) per hour (including draft, revision, and final proofreading). Thus, a combination of outside work in a typical week might involve watching/analyzing a video, 50-70 pages of reading, and remaining time dedicated toward researching and writing for your paper and other assignments. Obviously these proportions are approximate and may vary throughout the course. Please budget your time accordingly.

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1 This section was adapted from text provided by David Rousseau.
• Attendance and Class Participation (10%): This class is designed to be heavily discussion-driven and it is expected that students will not only be present and prepared, but also contribute actively to class discussions and various types of active learning exercises. If other obligations and schedule constraints will not allow a student to be present and prepared, this class is probably not the best choice for that student. If you anticipate difficulties in making it to class, this may not be the right class for you.

• Pre-class assignments (PCAs, 20%) Students will be expected to write up reactions to readings or other assigned materials in the form of questions and comments in preparation for classroom discussion and post them on Blackboard by 11:59 pm the night before class. Students are expected to submit PCAs for readings below designated with PCA. These will be graded on a simplified basis (full credit, half credit, no credit). PCA assignments submitted after the class session for which they are assigned will be marked down by 20%, except in the event of excused absences.

• Take home mid-term (30%) assessing mastery of and ability to apply central concepts and frameworks of analysis.

• Proposal for research-based Case Profile paper—see below-- (10%, pass/fail).

• Research-based paper (30%) of 2000-2400 words: Case Profile in Leadership Ethics

• The class will be graded with the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E.

Plagiarism

Work done for this class is expected to be original and to follow appropriate rules and standards of academic citation at college level. Please familiarize yourself with the description in the undergraduate bulletin: http://www.albany.edu/undergraduate_bulletin/regulations.html . Penalties for violations of academic integrity will be severe!

If you are not sure if something violates standards – ask. If you are not sure whether to cite or not to cite – cite. Every Student is expected to go through the following tutorial http://library.albany.edu/infolit/plagiarism1 All papers will be judged with the knowledge that you have taken the online tutorial. NOTE – ALL PAPERS MUST BE SUBMITTED TO SAFE ASSIGN via Blackboard as well as to the instructor.

Reasonable Accommodations:

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the

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2 This and the following section is adapted from text provided by Victor Asal.
Disability Resource Center (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. [http://www.albany.edu/eltl/accommodating_disabilities.php](http://www.albany.edu/eltl/accommodating_disabilities.php)

See the link above for more information. In addition, the instructor will endeavor to accommodate difficulties arising from religious observance. Please bring any such conflicts to the instructor's attention as soon as possible.

In order to seek accommodation due to unexpected illness, please bring in a note from the dean of undergraduate studies [Lecture Center 30 Phone: 518-442-3950](http://www.albany.edu/eltl) who is responsible for excused absence certification.

**Office Hours** (see above for the time slot or by appointment).

Office hours are a chance for you to interact one on one or in small groups with your instructor. This is a good time to ask questions, receive guidance, discuss problems or difficulties with the course work and provide informal feedback about the course to your professor. Take advantage of this opportunity!

**Class Sessions**

- Monday, January 23
  Course Introduction: Value-based approaches to leadership, crisis and security.

- Wednesday, January 25
  Applied Exercise
  Reading: Gini and Green (2013) prologue and chapters 1 and 2, pp. xi-21

- Monday, January 30
  Ethics, Character and Political Leadership
  [https://www.youtube.com/watch?v=3_t4obUc51A&feature=youtu.be](https://www.youtube.com/watch?v=3_t4obUc51A&feature=youtu.be)

- Wednesday, February 1
  Competitive Argumentation Exercise: “Enhanced Interrogation or Torture”
  Reading: Machiavelli *The Prince* chapters 15-19 (XV-XIX)

- Monday, February 6
  Virtues and Ethical Leadership
• Wednesday, February 8  
  Case exercise: Parable of the Sadhu  

• Monday, February 13  
  Guest video lecture on crisis ethics (tbc)

• Wednesday, February 15  
  Unpacking Leadership  

• Monday, February 20  
  Value-based thinking and Stakeholder Analysis in Steady-State and Crisis Situations  
  Reading (PCA): Schmeer (undated), Stern (2009)

• Wednesday, February 22  
  Guest lecture

• Monday February 27  
  Applied exercise (stakeholder analysis)  
  • Review Schmeer (1999)

• Wednesday, March 1  
  Meta-Leadership and crisis ethics  
  Reading (PCA): Marcus and Dorn (2012), Boin and Nieuwenburg (2011)

• Monday, March 6  
  Crisis Leadership and Ethics  

• Wednesday, March 8  
  Case Exercise: Collaborative Leadership  
  Reading: ‘t Hart chapter 4, pp.72-99.

• **March 11-19**\(^{th}\) Spring Break

• Monday, March 20  
  Communicative leadership and Storytelling  
  Reading (PCA): Denning (2011); Groysberg and Slind (2012)

• Wednesday, March 22  
  Communication exercise
• Monday, March 27
Adaptive Leadership and Change-making.

• Wednesday, March 29
Decision-making

• Monday, April 3
Vigilance and Negligence
  Reading: Gini and Green (2013 chapter 6)
  Proposals for final paper due.

• Wednesday, April 5
Conformity and Conscience 1: Groupthink

• Monday, April 10
Class suspended (Passover)

• Wednesday, April 12
Case Exercise: When it Rains, It Pours

  Take home midterm distributed.

• Monday, April 17

• Wednesday, April 19  [Class will not meet to allow students extra time to finish their midterm exams]

  Midterm (take home) exams due Wednesday, April 19 at midnight.

• Monday, April 24
Conformity and Conscience 2: Whistleblowing and Guerilla Government

• Wednesday, April 26
Midterm debrief and preparations for final paper

- **Monday, May 1**
  Competitive Argumentation Exercise: Snowden: Hero or Traitor?
  *Pre-class preparation:* Find three high quality news/opinion articles on the Snowden case, read them, and post them on the indicated Blackboard discussion for this class session.

- **Wednesday, May 3**
  Managing Policy Processes: From Manipulation to Multiple Advocacy
  Reading (**PCA**): Maoz, 1990; George and Stern (2002)

- **Monday, May 8**
  Multiple Advocacy Exercise [Based on a historical or contemporary issue]

- **Wednesday, May 10**
  Course conclusion and debriefing

- **Wednesday, May 17**
  Final papers to be uploaded to Blackboard before midnight.

**Course Literature and Resources:**

The central texts for the course are the books by Gini and Green and Paul ‘t Hart (see boldface entries below). Other texts will be available via supplied links and/or via Blackboard.

- **Groysberg and Slind** (2012) “Leadership is a Conversation” Harvard Business Review (June) available online at [https://hbr.org/2012/06/leadership-is-a-conversation](https://hbr.org/2012/06/leadership-is-a-conversation)
• Machiavelli The Prince [Excerpts, recommended Dover thrift edition, New York 1992, but equivalent online or other similar additions acceptable.]

Videos:
  o Academy of Ideas “Introduction to Ethics” https://www.youtube.com/watch?v=3_t4obUc51A&feature=youtu.be

Teaching cases and exercise scenarios will be supplied by the instructor unless otherwise indicated.

Additional shorter texts and other media materials supplied by the instructor may be assigned as needed in preparation for classroom activities.