# PAPP 5358—Ethics in the Public Service

**SPRING 2017 – ARCH 304**

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**Office Hours**: Tue and Wed 3:30 to 4:30 pm and by appointment

For general class inquiries, I will respond within 24 hours during business days.

***Course Description:***

This class will provide an intellectual basis for the examination of values and ethics in the public sector. We will address the application of theories to the reality of public administration through the use of course readings, discussion questions, and codes of ethics.

***Learning Outcomes:***

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

1. Understand the legal context of public affairs, administration, and policy;
2. Demonstrate written communications proficiency: Write a short essay on ethics and public service values;
3. Demonstrate command of key elements of personal and professional ethics
4. Be ethically responsible when conducting research
5. Understand concepts of social equity as it relates to public affairs, administration, and policy
6. Demonstrate knowledge of key analytic models and concepts of public service ethical behavior
7. Understand the contributions and risks of whistle blowing.

***Prerequisites:***

While there are no formal prerequisites for this course, this is a graduate-level course and students should expect to be challenged accordingly. You should check with your academic advisor before proceeding to ensure you are eligible to take and receive credit for the course.

***Required Textbooks:***

**The Responsible Administrator: An Approach to Ethics for the Administrative Role**, 6th edition, by Terry L. Cooper, 2012, San Francisco: Jossey-Bass – ISBN: 978-0-4708-7394-6

**The Ethics of Dissent: Managing Guerilla Government,** 2nd edition by Rosemary O’Leary, Washington: CQ Press, 2014 – ISBN: 978-1-4522-2631-6

**Combating Corruption, Encouraging Ethics: A Practical Guide to Management Ethics**, 2nd edition, by William L. Richter and Frances Burke, eds., Lanham, MD: Rowman and Littlefield, 2007 – ISBN: 978-0-7425-4451-2

**Unmasking Administrative Evil**, 3rd edition, by Guy B. Adams and Danny L. Balfour, New York: M. E. Sharpe, 2009 – ISBN: 978-0-7656-2331-7

York, Willbern, [“Types and Levels of Public Morality.”](Types%20and%20Levels%20of%20Public%20Morality_Willbern_84.pdf) *Public Administration Review*, 44 (March-April 1984), 102-108. (I have posted this article to Blackboard—see ‘Course Materials.’)

***The following textbooks are highly recommended:***

**The Ethics Primer for Public Administrators in Government and Nonprofit Organizations**

by James Svara, Sudbury, MA: Jones and Bartlett, 2007.

**Changing Public Sector Values**

by Montgomery Van Wart, New York: Garland, 1998 (search Google Books for a good excerpt of the book)

***Course Requirements:***

This course requires completion of all assigned readings, a pre-test, responses to six online discussion questions, a mid-term exam, a research paper, and a final exam. All work must be completed by the due date as specified in the Course Calendar. LATE WORK WILL NOT BE GRADED.

You should complete all assigned readings before class—**there is no way to get a good grade in this course without careful study of the assigned textbooks**. The intent of the lectures is to (1) help clarify the assigned readings; (2) summarize; and (3) call attention to important concepts and issues for each of the assigned book chapters. See the Grading Criteria below for information on how these assignments will be scored.

**Pre-Test (5 percent)**

The purpose of the pre-test is to assess how much you know about public sector ethics before you take the course. Complete the test without researching or referring to any textbook. You will get full credit for COMPLETING the test regardless of how well you answered the questions. Partial credit will NOT be given for incomplete tests. The pre-test consists of 14 multiple-choice questions and one short-essay question. You will have 30 minutes to complete the pre-test.

An important benefit of the pre-test is that it will help you prepare for the mid-term and final exams. You will see 10 of the pre-test question in the mid-term and all pre-test questions—including the short-essay question—in the final exam. To access the pre-test, click on the **Tests** button in the left-hand navigation menu of Blackboard, and then click on the **Pre-Test** link**.** Shortly after the due date, I will reopen the pre-test so that you will be able to see, not only the answers you selected, but also the correct answers. Also, I will change whatever score you got in the pre-test to 100 points (5% of the course). To access the pre-test for feedback do not click on the Pre-Test link. Instead go back to your Grades folder, select Pre-Test under calculated grade and click on the number grade.

**Participation (10 percent)**

The instructor will post a total of five discussion questions corresponding to five different modules of the course. Specifically, the instructor will post discussion questions for Modules 2, 3, 5, 6, and 7 (see Course Calendar for due dates). The questions are designed to help you study for the mid-term and final exams and to encourage you to participate in Blackboard discussions. Your task is to post your response to the discussion question by the due date shown in the Course Calendar.

To post your comments select **DISCUSSION BOARD** from the Blackboard navigation menu.

Your discussion board participation will be graded based on the rubric shown below. Each discussion question is worth a maximum of 100 points. Pay close attention to the rubric when drafting your responses. This is especially important when responding to the first question. Some students do much better after getting their grade and feedback on the first question. **Don’t fall behind by posting a substandard answer to the first discussion question.**

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| **Criteria** | **Stimulating** | **Significant** | **Superficial** | **Substandard** | **None** |
| **Quality of Responses** | **40 Points** | **35 Points** | **30 Points** | **25 Points** | **0 Points** |
| Posts are appropriate, thoughtful, and stimulating | Posts are appropriate and thoughtful, but do not require further analysis of the topic | Posts are appropriate, but lack depth of knowledge regarding the topic | Posts are not appropriate; inconsequential or erratic discussion | No postings |
| **Clarity & Mechanics** | **20 Points** | **17 Points** | **15 Points** | **12 Points** | **0 Points** |
| Posts are well organized and contribute to discussion with clear, concise comments written in an easy to read style that is free of grammatical or spelling errors. | Posts are organized and contribute valuable information to discussion with minor clarity and mechanic errors | Posts are somewhat organized and contain some errors of clarity and mechanics | Posts are disorganized and contain multiple errors of clarity and mechanics | No postings |
| **Relevance of Responses to Prompt and the Profession** | **40 Points** | **28 Points** | **25 Points** | **23 Points** | **0 Points** |
| Posts show strong evidence of critical analysis with strong connections drawn to professional practice | Posts show some evidence of critical analysis with some connections drawn to professional practice | Posts show weak evidence of critical analysis and with weak connections drawn to professional practice | Posts show little evidence of critical analysis and with no connections drawn to professional practice | No postings |

The points shown on the ‘Stimulating’ and ‘None’ are absolute values in the sense that you can not get more than the points shown under the ‘Stimulating’ column and not less than zero. The points shown under the other three columns are meant as anchor points on a sliding scale. For example, it is quite possible to score 28 points for the ‘Quality of Summary’ criteria, which means that the score is between ‘Substandard’ (25 points) and ‘Superficial’ (30 points). This sliding scale approach applies to all three criteria.

**Mid-Term Exam (30 percent)**

The mid-term exam consists of 40 multiple-choice and true/false questions and will cover the first six lectures of the course. The mid-term includes ten questions from the Pre-test—these are worth two points each. Ten other questions are worth two points. The remaining 20 questions are worth three points. You will have one hour to complete the mid-term. To do well on the mid-term exam, carefully study the assigned readings, the pre-test questions, and the review material in Module 4. To access the mid-term, click on the **TESTS** button in the left-hand navigation menu, and then click on the **Mid-term** link**.**

Shortly after the due date, I will reopen the mid-term exam so that you will be able to see, not only the answers you selected, but also the correct answers. To access the mid-term for feedback do not click on the mid-term exam link. Instead go back to your Grades folder, select Mid-term exam under calculated grade and click on the number grade.

**Final Exam (40 percent)**

It consists of 40 multiple-choice questions plus a short-essay question (the same that you saw in the pre-test). The final exam includes all pre-test questions. Each question previously seen in the pre-test is worth one point, non pre-test questions are worth three points, and the short-essay question is worth eight points. To do well on the final exam, carefully study the assigned readings, the pre-test questions, and the review material in Module 8.To access the final exam, click on the **TESTS** button in the left-hand navigation menu, and then click on the Final Exam link**.**

Although the final is comprehensive, a significant number of the questions will come from materials covered after the midterm. You will have 90 minutes to complete the exam.

Shortly after the due date, I will reopen the Final exam so that you will be able to see, not only the answers you selected, but also the correct answers. To access the Final for feedback do not click on the Final exam link. Instead go back to your Grades folder, select Final exam under calculated grade and click on the number grade.

**Research Paper (15 percent)**

The purpose behind this course requirement is to compel students to reflect on an area of research relevant to ethics in the public service. This individual assignment is designed to further reinforce the knowledge that students are expected to acquire through the other learning components of the course.

Each student will write an essay addressing the following research questions: a) What values are important to resolve public and nonprofit sector ethical dilemmas; b) what legitimizes these values from a legal, moral, teleological (the utilitarian theory whose goal is to promote happiness), and deontological (the theory that the principle matters more than even the right results) basis; c) how can public and nonprofit administrators use these values to better manage their organizations? The main purpose of the essays is to describe public and/or nonprofit sector values and to explain the intersection between these values and democratically, responsible, and ethical decision-making.

#### Format

All written material should be prepared according to the **APA** style manual (see <http://library.uta.edu/pdf/howTo/apa.pdf>) Suggested length of paper is between 10 and 15 double-spaced pages (not counting cover page or Table of Contents). Use a 12-point font and one-inch margins all around. List (following APA style) seven or more academic references you used to write your paper (you might use the required textbooks as academic references). **Type your student ID number but not your name on the paper’s cover page.**

#### Grading Rubric

Papers will be graded based on content, written clarity, and research sources’ relevance and appropriateness.

Content (60 points) will be graded based on the student’s ability to demonstrate an understanding of the topic and, just as important, how various concepts relate to one another and to work settings. That is, the student should have discussed all appropriate material and should have excluded all tangential material while at the same time connecting the various relevant concepts to one another. More is not necessarily better. Think more write less.

Written clarity (20 points)will be graded based on organization, grammar, spelling, and punctuation. A well-organized paper uses interconnected paragraphs to develop the main argument of the essay. Connecting paragraphs requires that the writer use transitional sentences between paragraphs. Clarity is negatively affected by grammatical errors, repeated use of sentence fragments, unclear or awkwardly worded sentences, misspelled words, and faulty punctuation.

Relevance of research references (20 points)will be graded based on the student’s ability to recognize relevant research references as demonstrated by the number of appropriate academic references used to develop the argument of the essay. The works assigned for this course are appropriate academic references. Newspaper articles, editorials, and other non-referee materials either printed or posted online are not considered academic references. Wikipedia is not considered an academic reference.

LATE PAPERS WILL NOT BE GRADED.

**Submitting Your Assignment**

Your research paper must be submitted in the Assignments area of the course. Select **ASSIGNMENTS** from the Blackboard navigation menu for complete submission instructions. I will not be able to grade assignments sent to my email address.

Submit your research paper by the due date shown in this syllabus (see Course Calendar below). I suggest that you not wait until the last minute to submit your assignment in case you have technical difficulties. I carefully read every paper so that I can fairly grade your work. It will take me a few days to complete grading and posting of your grades.

***Using the Class Discussion Board:***

I will post important information about this course on the d**iscussion board** and the **Announcements**. For this reason, you should check the **Discussion Board** and **Announcements** areas frequently.

As previously mentioned, the discussion board is also the place to post your comments to the five assigned discussion questions

The discussion board is the preferred forum for posting questions and answers about course content. In most cases, questions about course content should be posted publicly to the discussion board for the benefit of all students. I will try to respond to your questions as quickly as possible. If you need to discuss a private issue with me, you should do so by e-mail (aro@uta.edu).

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| ***Grading Criteria:*** |  |
| Grading for the course will be as follows:   |  |  |  | | --- | --- | --- | | **Assignment** | **Percentage** | **Cumulative Percentage** | | Pre-Test  Participation | 5  10 | 5  15 | | Research Paper | 15 | 30 | | Mid-term Exam | 30 | 60 | | Final Exam (comprehensive) | 40 | 100 |   Your final grade will be determined according to the following scale:   |  |  | | --- | --- | | 90–100% | A | | 80–89% | B | | 70–79% | C | | 60–69% | D | | Below 60% | F | | |

**COURSE CALENDAR**

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| --- | --- | --- |
| **Week** | **Topic/Reading Assignment** | **Due Date** |
| **1**  **Jan 18** | **Lecture 1**: **Ethics: Foundations and Challenges**  Cooper, Chapter 1; Richter & Burke, Chapter 1   * Pre-test |  |
| **2**  **Jan 25** | **Lecture 2**: **Values** -- No reading assignment |  |
| **3**  **Feb 1** | **Lecture 3**: **Ethics and Government Service**  Willbern York, *Public Administration Review*, Volume 44, (March-April 1984) | **Module Two Discussion Question due Feb 1 by 11:59 PM** |
| **4**  **Feb 8** | **Lecture 4**: **Ethical Problems in Public Administration**  Cooper, Chapter 5; Richter & Burke, Chapters 4 through 8, pp. 69-156 |  |
| **5**  **Feb 15** | **Lecture 5**: **Codes of Ethics**   * American Society for Public Administration Code of Ethics (revised March 2013)   [www.aspanet.org](http://www.aspanet.org) Don’t use the outdated ASPA Code of Ethics shown in Combating Corruption, Encouraging Ethics (Richter and Burke, eds.), pp. 175-178.   * ICMA Code of Ethic: [www.icma.org](http://www.icma.org) * American Institute of Certified Planners Code of Ethics: <http://www.planning.org/ethics/ethicscode.htm> | **Module Three Discussion Question due Feb 15 by 11:00 PM** |
| **6**  **Feb 22** | **Lecture 6**: **Administrative Responsibility**  Cooper, Chapters 4 & 5; Richter & Burke, Chapter 2 |  |
| **7**  **Mar 1** | Mid-term Exam Review |  |
| **8**  **Mar 8** | Mid-term Exam | **Mid-term Exam due**  **Mar 8 by 11:00 PM** |
| **9**  **Mar 13-18** | **SPRING BREAK** |  |
| **10**  **Mar 22** | **Lecture 7**: **The Public Interest**  Cooper, review pp. 80-92 (Responsibility to the Citizenry) and Richter & Burke, pp. 108-114 and 178-183 | **Module Five Discussion Question due Mar 22 by 11:00 PM** |
| **11**  **Mar 29** | **Lecture 8**: **Internal and External Controls**  Cooper, Chapter 6; Richter & Burke, The Friedrich-Finer Debate, pp. 35-46; Chapter 11; and pp. 47-52, ‘The New Public Administrator’ |  |
| **12**  **Apr 5** | **Lecture 9**: **Administrative Evil**  Richter & Burke, pp. 141-156 and 105-122  Adams & Balfour (the entire book) | **Module Six Discussion Question due Apr 5 by 11:00 PM** |
| **13**  **Apr 12** | **Lecture 10**: **Guerrillas, Whistleblowers, etc.: Overview**, O’Leary, pp. 1-26 | **Module Seven Discussion Question due Apr 12 by 11:00 PM** |
| **14**  **Apr 19** | **Lecture 11**: **Guerrillas, Whistleblowers, etc.: Case Studies,** O’Leary, pp. 27-142 |  |
| **15**  **Apr 26** | * **Final exam review** * **Research paper** | * **Research Paper due Apr 26 by 11:00 PM** |
| **16**  **May 10** | * **Final exam** | * **Final Exam due May 10 by 11:00 PM** |

***Getting Technical Help:***

For log in trouble or other technical problems, e-mail [helpdesk@uta.edu](mailto:helpdesk@uta.edu) or call 817.272.2208.

## POLICIES AND STUDENT RESOURCES

### Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

### Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance (**refer to page 3 for specifics on the attendance policy for this course).** However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

### Disability Accommodations

UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

### Non-Discrimination Policy

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

### Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\klahr\Downloads\jmhood@uta.edu).

### Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

### Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

### Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

### Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

### Final Review Week

For semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the left as you leave the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

### Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.