

# College of Architecture, Planning and Public Affairs (CAPPA) University of Texas at Arlington

## PAPP 5358—Ethics in the Public Service

**SPRING 2019**

Online

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

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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**, 2<sup>nd</sup> 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**, 3<sup>rd</sup> 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.”](#) *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, online lectures, a pre-test, your active participation in online discussions, a mid-term exam, a research paper, and a final exam. Although this is a self-paced course, I highly recommend that you follow the Course Calendar in this Syllabus. All work must be completed by the due date as specified on the Course Calendar. **Late research papers, exams, and discussion board postings will not be graded.**

You should first complete the assigned readings for each module and then work on the corresponding online lecture. The online lectures are in the form of study guides. You should note that the online lectures are supplementary and not designed to replace the assigned readings—**there is no way to get a good grade in this course without careful study of the assigned textbooks.** The intent of the online lectures is to (1) help clarify the assigned readings; (2) summarize; and (3) call attention to important concepts and

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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, 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)**

I will post a total of five discussion questions corresponding to five different modules of the course (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.**

<b>Criteria</b>	<b>Stimulating</b>	<b>Significant</b>	<b>Superficial</b>	<b>Substandard</b>	<b>None</b>
<b>Quality of Responses</b>	<b>40 Points</b>	<b>35 Points</b>	<b>30 Points</b>	<b>25 Points</b>	<b>0 Points</b>
	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; or posted past the due date
<b>Clarity &amp; Mechanics</b>	<b>20 Points</b>	<b>17 Points</b>	<b>15 Points</b>	<b>12 Points</b>	<b>0 Points</b>
	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; or posted past the due date
<b>Relevance of Responses to Prompt and the Profession</b>	<b>40 Points</b>	<b>28 Points</b>	<b>25 Points</b>	<b>23 Points</b>	<b>0 Points</b>
	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; or posted past the due date

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.

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## **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 in lectures 7 to 11. 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 assignment is designed to further reinforce the knowledge that students are expected to acquire through the other learning components of the course. The main purpose of the essay is to describe public and/or nonprofit sector values and to explain the intersection between these values and democratically, responsible, and ethical decision-making.

Each student will write an essay addressing the following research questions: a) Identify and discuss the five values that you think are most important to resolve public and nonprofit sector ethical dilemmas. I would argue that the five most important public

sector values are impartiality, integrity, accountability, responsiveness, and advocacy (a sense of duty toward the defenseless, powerless, and those less well-off). You may or may not agree with me. b) What justifies your chosen 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? That is, on what basis do you argue for your chosen values? Even if you agree with the values I suggest, the question is still why are those the most important public sector values. c) How can public and nonprofit administrators use their understanding of these values to better manage their organizations? Explain what methods public managers could use to improve the ethical competence of their organizations. You may give examples from your organizations or any organization that you know.

### Format

All written material should be prepared according to the **APA** style manual (see APA Style Manual under Course Materials in Blackboard). 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) ten or more academic references you used to write your paper (you might use the required **readings** as academic references; make sure you read the Grading Rubric below.).

**Follow the outline below to organize your essay** (you may reword the subtitles to fit your style).

Cover page (Your name, course number, semester, title of your essay)

Abstract (no more than 150 words)

Table of Contents

Introduction

- Background of the paper and why this study is significant

- Purpose of the study

The Five Most Important Public Sector Values

- Impartiality

- Integrity

- Accountability

- Responsiveness

- Advocacy

A Legal Basis

A Moral Justification

The Teleological Justification

The Deontological Justification

Understanding Values to Manage Public Organizations

Conclusions

- Restate the purpose of your paper and summarize what you have learned

- What difference does it make to professional practice?

- What difference does it make to public policy?

- Recommendations for further research

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## 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.

## **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 **discussion 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).

### ***Grading Criteria:***

Grading for the course will be as follows:

<b>Assignment</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
Pre-Test	5	5
Participation	10	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



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### COURSE CALENDAR

Module	Topic/Reading Assignment	Due Date (Central Time)
<b>One</b> Jan 14-18	<b>Lecture 1: Ethics: Foundations and Challenges</b> Cooper, Chapter 1; Richter & Burke, Chapter 1  <b>Lecture 2: Values</b> -- No reading assignment	<b>Pre-test due Jan 16 by 11:00 PM</b>
<b>Two</b> Jan 19-25	<b>Lecture 3: Ethics and Government Service</b> Willbern York, <i>Public Administration Review</i> , Volume 44, (March-April 1984)  <b>Lecture 4: Ethical Problems in Public Administration</b> Cooper, Chapter 5; Richter & Burke, Chapters 4 through 8, pp. 69-156	<b>Module Two Discussion Question due Jan 25 by 11:00 PM</b>
<b>Three</b> Jan 26 to Feb 1	<b>Lecture 5: Codes of Ethics</b> <ul style="list-style-type: none"> <li>American Society for Public Administration Code of Ethics (revised March 2013)  <a href="http://www.aspanet.org">www.aspanet.org</a> Don't use the outdated ASPA Code of Ethics shown in Combating Corruption, Encouraging Ethics (Richter and Burke, eds.), pp. 175-178.</li> <li>ICMA Code of Ethic: <a href="http://www.icma.org">www.icma.org</a></li> <li>American Institute of Certified Planners Code of Ethics:  <a href="http://www.planning.org/ethics/ethicscode.htm">http://www.planning.org/ethics/ethicscode.htm</a></li> </ul> <b>Lecture 6: Administrative Responsibility</b> Cooper, Chapters 4 & 5; Richter & Burke, Chapter 2	<b>Module Three Discussion Question due Feb 1 by 11:00 PM</b>
<b>Four</b> Feb 2-8	Mid-term Exam Review	<b>Mid-term Exam due Feb 8 by 11:00 PM</b>
<b>Five</b> Feb 9-15	<b>Lecture 7: The Public Interest</b> Cooper, review pp. 80-92 (Responsibility to the Citizenry) and Richter & Burke, pp. 108-114 and 178-183  <b>Lecture 8: Internal and External Controls</b> Cooper, Chapter 6; Richter & Burke, The Friedrich-Finer Debate, pp. 35-46; Chapter 11; and pp. 47-52, 'The New Public Administrator'	<b>Module Five Discussion Question due Feb 15 by 11:00 PM</b>

<b>Six Feb 16-22</b>	<b>Lecture 9: Administrative Evil</b> Richter & Burke, pp. 141-156 and 105-122 Adams & Balfour (the entire book)	<b>Module Six Discussion Question due Feb 22 by 11:00 PM</b>
<b>Seven Feb 23 to Mar 1</b>	<b>Lecture 10: Guerrillas, Whistleblowers, etc.: Overview</b> , O'Leary, pp. 1-26  <b>Lecture 11: Guerrillas, Whistleblowers, etc.: Case Studies</b> , O'Leary, pp. 27-142	<b>Module Seven Discussion Question due Mar 1 by 11:00 PM</b>
<b>Eight Mar 2-8</b>	<ul style="list-style-type: none"> <li>• Final exam review</li> <li>• Research paper</li> <li>• Final exam</li> </ul>	<ul style="list-style-type: none"> <li>• Research Paper due Mar 8 by 11:00 PM</li> <li>• Final Exam due Mar 8</li> </ul>

### ***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://www.uta.edu/aao/fao/>).

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, 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. As the instructor of this section, I have decided that attendance at class meetings is not required but strongly encouraged

**Americans with Disabilities Act:** The University of Texas at Arlington 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. 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) or by calling the Office for Students with Disabilities at (817) 272-3364.

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**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled in this course 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 as they see fit in their courses, including (but not limited to) 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.

**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, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. 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 [www.uta.edu/resources](http://www.uta.edu/resources).

**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>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** 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.