Purpose of the Course:

This course focuses on administrative ethics and seeks to make students more aware of the ethical dimensions of public service. Throughout the course, students will be encouraged to be more thoughtful about ethics and to do more as public administrators to encourage others to be ethical. The course examines ethical behavior by public administrators on an individual and organizational level. Through the cases examined, the course explores the ethical issues that public administrators encounter every day. The course does not deal with the entire scope of the intellectual territory covered by the subject of ethics in general. With some coverage of the philosophical perspectives on virtues, principles, and consequences that contribute to universal standards of ethical behavior, it primarily focuses on a model of administrative ethics incorporating an expanded sense of duty encompassed in Svara’s “ethics triangle” which provides guidance based on the ethical ideals of public interest, justice, character, and the greatest good. The course examines codes of ethics for professionals in government and nonprofits, ethical challenges and actions, including factors that undermine ethics, ethical problems and problem solving, whistle-blowing, and ways to promote ethics through the actions of managers and supervisors within organizations and through external oversight and ethics laws. Finally, the course deals with the obligations and responsibilities of public administrators in fulfilling a sense of public duty guided by considerations of principle and virtue. As a course on administrative ethics, it focuses primarily on process rather than ethical aspects of broader policy making. The course seeks to support ethical action on the part of students as public administrators by helping them to:

1. Appreciate that ethics is integral to the nature of democratic public administration;
2. Understand the responsibilities of public administrators and the bases of administrative ethics;
3. Understand the tenets of the codes of ethics for various professional organizations in the public sector and how they are applied;
4. Be aware of the pressures and forces in public administration that can contribute to unethical behavior;
5. Develop the knowledge and skills needed to deal with ethical problems that arise in public service;
6. Strengthen the ethical climate in organizations.
Required Readings:


Other Assigned Readings will be available through the Library’s Journal Finder or on Blackboard e-Reserve.

Course Requirements:

**Participation (10%)**. As a graduate level course, students are expected to contribute extensively to the conduct of the entire class. Classes will generally be in a seminar format with general discussion of readings and cases. Students are expected to complete all reading assignments, to attend class and participate fully in class discussions. Students are advised to be prepared to discuss relevant review questions related to assigned case studies. Failure to contribute in a positive way to the class will adversely affect your course grade.

**Essay on Your Code of Ethics (20%)**. While you are not expected to have a well-formed, explicit code of ethics that you follow in administrative work at the beginning of this course, students come to this course with a reservoir of ethical and moral values upon which they can draw and already have a basic understanding of what it means to be an ethical person. In other words as someone interested in public service work, you already have a substantial amount of knowledge and fairly extensive attitudes about administrative ethics. This assignment asks each student to reflect on this background in discussing ethical responsibilities in the public sector. Why is ethics important to persons who choose to be administrators in governmental and nonprofit organizations and how do you relate your own personal values with the norms of the public sector? What is or should be your code of ethics for work in government or nonprofit organizations? What are the standards of right and wrong that should guide your work; the dos and don’ts of public service? While this essay is similar to Svara’s pop quiz, it is different in that it is meant to be a more reflective assignment that gets you thinking in more depth than a spur of the moment pop quiz about administrative ethics from your own basis. You will eventually be able to reflect back on this essay at the end of the course with a more well-formed perspective on the topic. You should use all of the reading assignments through the fourth week as appropriate to help you in writing the essay. **Maximum of 5 pages in length. Due September 16.**
Case Analyses and Discussion Leadership. (40% Total).

A. **Case Analysis Paper and Class Discussion Leadership of Cases from Thompson and Leidlein. (20%).** Each student will analyze and lead the discussion for two of the cases in Thompson and Leidlein to be scheduled where the case occurs in the course. No more than two students may analyze and lead the discussion on the same case from Thompson and Leidlein. The written case analysis paper (2 – 3 pages) and case discussion leadership are weighted equally in evaluating this requirement. If more than one student is assigned to a case, they will each write a separate written case analysis describing and analyzing the incidents in the case and discussing the ethical issues and challenges represented in the case as well as your ethical analysis of the case and how the problem should be resolved and why. You should also as part of the discussion in the written analysis paper address how the case should be related to Svara’s ethics triangle as well as aspects of the questions provided for the case. Students assigned to a case will share responsibility for jointly directing the class discussion (approximately 20-30 minutes) of that particular case and will be jointly evaluated on their performance for this part of the assignment. Guidelines will be provided for the written case analysis and the case discussion leadership. Students will sign up for cases during the first class session. The assignment is due when the case is assigned for class discussion.

B. **Case Analysis Paper, Class Presentation and Discussion Leadership on a Current Ethical Issue in a Government/Nonprofit Organization. (20%).** Each student will be part of a group assigned to do a written Case Analysis Paper (approximately 5 pages) on a current ethical issue in a government or nonprofit organization and a group presentation and discussion leadership on the case in class on the day the assignment is due (approximately 30 minutes). No more than three students can be assigned to a group. Newspapers, magazines, online news stories or other sources may be used, and sources must be appropriately cited. You should of course cite assigned readings as appropriate in discussing aspects to be covered in the assignment. Your written analysis paper and case presentation in class should explain the issue and why it is relevant to the course. The paper and presentation should cover the background of the case, ethical issues and challenges in the case, your analysis of how those ethical issues should be handled as well as how the issues in the case relate to Svara’s ethics triangle. *Due November 18.*

**Final Examination. (30%).** The Final Exam will be a take home exam and will be comprehensive in scope.
Class Schedule and Reading Assignments:
Students are expected to have read the assigned readings and cases by the dates assigned. Readings are found in Svara and the Thompson and Leidlein case reader. Other assigned readings can be accessed through the Library’s Journal Finder or through Blackboard.

AUG 26  Introduction and Course Overview
Svara, Preface and Chapter 1.

SEP 2  Administrative Ethics: Ideas, Sources, and Development
Svara, Chapter 2; Appendix 1.
Andre and Velasquez, 1987
Thompson, 1985
Cooper, 2004

SEP 9  Duty and Responsibility of Administrators, Agency
Svara, Chapter 3.
Svara, 2001
Stewart, 1985
Dilulio, 1994

SEP 16  Philosophy of Ethics and Ethics Triangle
Svara, Chapter 4.
Cooper, 1987
Svara, 1997
Essay on Your Code of Ethics Due.

SEP 23  Codes of Ethics
Svara, Chapter 5; Appendices 2 – 6; Thompson and Leidlein, Chapters 4 and 9.
Chandler, 1983*
Bowman and Williams, 1997
Branscombe, 2005
Van Wart, 1996*

SEP 30  Challenges to Ethical Behavior
Svara, Chapter 6; Thompson and Leidlein, Chapters 1, 6,7
Caiden and Caiden, 1977
Haines, 2003/2004*

OCT 7  Acting Responsibly: Ethical Analysis and Problem Solving
Svara, Chapter 7; Thompson and Leidlein, Chapters 2, 3, 8, 10

OCT 14  No Class – SECOPA Conference.
OCT 21  Ethical Analysis and Problem Solving Continued
        Thompson and Leidlein, Chapters 11, 12, 13
        Bowman, 1990
        Josephson Institute, 2002
        VanWart, 1996*

OCT 28  Acting on Duty in the Face of Uncertainty and Risk: Whistleblowing
        Svara, Chapter 8; Thompson and Leidlein, Chapter 5, 14, 15
        Brewer and Seldon, 1998
        Jos, Tompkins, and Hays, 1989

NOV 4   Elevating Ethical Behavior in the Organization
        Svara, Chapter 9; Thompson and Leidlein Chapters 16, 17, 18
        West, Berman, Bonczek, and Kellar, 1998
        West and Berman, 2004
        Menzel, 2006
        Gibson, 2009*

NOV 11  External Measures to Promote Ethics
        Svara, Chapter 10; Thompson and Leidlein Chapters 19, 20, 21
        Thompson, 1992*
        Smith, 2003*

NOV 18  Case Presentations on Current Ethical Issues in a Government/Nonprofit Organization

NOV 25  Thanksgiving Holiday – No Class

DEC 2   The Duties of Public Administrators
        Svara, Chapter 11
        Gaus, 1950
        Lewis, 2006*
        Feldheim and Wang, 2003/2004*

DEC 9   Final Exam Due
Other References not in Svara:


