Course Description
This course will provide a survey of ethical issues faced by public administrators. This class will provide an overview of the philosophical and theoretical foundations of ethical inquiry. Special attention will be given to ethical problems arising within technical-rational bureaucratic organizations and to the ethical implications of particular public policies.

All information for this course will be distributed via Blackboard. It is your responsibility to monitor Blackboard and your campus e-mail accounts regularly to participate in this course and obtain additional information and instructions.

In addition to course content this course should:
- Encourage critical inquiry by promoting skepticism and providing a scientific method to seek truth.
- Develop lifelong learning by demonstrating that you can answer empirical questions yourself.
- Promote meaningful service by providing the skills to solve real world problems.

Student Learning Outcomes
By the end of this course, students will be able to:
1. To discuss the theoretical foundations of ethical leadership in the public sector through discussions, papers and exercises
2. To evaluate the implications for the practice of ethics in the modern era of technical rationality through discussions and papers.
3. To evaluate the ethical implications of “guerilla government” or the actions of career public servants who work against the wishes of their superiors, to leaders in the public sector through discussions and reflections and papers.
4. To apply ethical decision-making processes through case studies, reflections and discussions.

Required Texts
Other reading materials that will include:
- Government Reports
- Scholarly articles

Course Requirements
1. Book Reviews 30%
2. Discussion Participation & Weekly Assignments 40%
3. Case Study Analysis 30%
Book Reviews
Students will write two critical book reviews, one on the book Adams (1998) and the other on O’Leary (2006). A book review is a description, critical analysis, and an evaluation on the quality, meaning, and significance of a book, not a retelling. A book review will focus on the book's purpose, content, and authority. A critical book review is not a book report or a summary. It is a reaction paper in which strengths and weaknesses of the material are analyzed. It should include a statement of what the author has tried to do, evaluates how well (in the opinion of the reviewer) the author has succeeded, and presents evidence to support this evaluation. Information on how to write a critical book review is in Appendix A.

These reviews should be formatted as a word document using Times New Roman 12-point font, double spaced using APA formatting. Papers should not be less than 4 pages or more than 7. Each book review will be worth 15 points for 30% of the final grade.

Book reviews will be marked down one letter grade per week they are turned in late

Discussion Participation
Students are expected to participate weekly in on-line discussions. Participation means that students will be required to post answers to two discussion questions that will be listed in the Discussion folder for each week and to respond to at least two posts of other students.

The week starts on Sunday and ends on Saturdays thus students will be required to post answers to discussion questions by Thursday of each week and respond to these student posts by midnight on Saturday. Students should ensure their answers reflect the readings for the week and that their responses to other students are insightful and add to the discourse. Merely stating one agrees with an answer is not enough; rather students need to add substantively to the discussion.

In addition, some weeks students will be required to complete exercises from the text and reflect on their results in the weekly discussions.

Each week students will be graded on participation and will be scored from 0 to 5 points based on the quality of their answers and responses to other students. The maximum points per week are 5 for 8 weeks for a total of 40 points for the course. Late posts will not be accepted.

Case Study Analysis
Students will complete two case study analysis during the course that will allow students to apply theories and principles to real world events. Information on how to write a case analysis is in Appendix B.

Students are to prepare a 5-7 page typed, double spaced analysis of each case using APA formatting. Each case will be worth a maximum of 15 points or 30% of your final grade.

Case studies turned in late will be marked down one letter grade per week they are turned in late
Assignment Info and Formatting

This is an abbreviated course so I expect all students that take the course are prepared to meet the challenges of doing graduate work at a rapid pace. All assignments are due the day given on the syllabus. No excuses for turning in an assignment will be accepted. Assignments will be marked down if turned in late. Students are welcome to work at their own pace and turn assignments in before the due date. Just remember with discussions you are required to post on your peers' posts as well as submit your own post.

Before turning in assignments, please make a copy (or electronic backup) of your Assignments. Please submit all assignments via Blackboard. Do not email.

For the written assignments, please use standard fonts (times new roman, size 12) and 1-inch margins and double spacing. Please send all documents to me in MS Word. Please submit them in word (.doc). Please ensure your name is on all documents submitted to me.

All papers are expected to use APA style formatting and include proper citations, title sheet, list of references, and page numbers. Papers are expected to be written using proper English grammar and have minimum spelling errors. References or sources of information for papers must consist of scholarly articles or journals, government reports or legal citations, or the readings for the class. The use of Wikipedia or other internet encyclopedia for any paper is not acceptable for graduate level work and will not be accepted. Papers or assignments that do not conform to the above specifications will be deducted by between 1/3 to a full grade depending on the size of the infraction.

Grading

1. Article Summaries and Analysis (online) 25%
2. Topical Discussion Postings (online and in-class) 25%
3. Final Exam 25%
4. Literature Review and Presentation 25%

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<th>Grade</th>
<th>Percentage</th>
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<td>A</td>
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<td>80—89%</td>
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Communicating in an Online Environment

It is important that students communicate in a professional manner in both the discussions and via e-mail. This class is not a social networking site thus it is expected that proper communications protocols be followed.

First, when writing e-mails please use normal syntax and avoid e-speak. Second, avoid sending controversial e-mails or attacking individuals personally during online discussions. If you have a difference of opinion please discuss it in a collegial manner and support your opinions with evidence and facts. There is a tendency these days with online environments to say things in ways one would not say in face-to-face conversation and to use excessively sharp or harsh language. Related to those problems is a tendency to become overly familiar or simply unprofessional. Professionalism and respect are as essential in any online communications as they are anywhere else.
Please be aware that I access Blackboard everyday to answer questions, provide feedback to students and answer e-mails. I understand that at times our Blackboard system may be unavailable for technical reasons thus making it difficult to complete some assignments. In these cases, allowances will be made for late assignments.

**COURSE POLICIES**

Writing:
If I find your basic writing skills to be substandard I will ask you to seek guidance at the TAMUCC writing center. Please do so promptly. http://casa.tamucc.edu/wc.php

Academic Misconduct
Academic integrity is a great concern for me and should be for you! Your work should be your own! When appropriate properly attribute using proper citation and formatting. This is not only my policy it the policy of Texas A & M University, Corpus Christi as noted in the Student Code of Conduct. Students who violate any aspect of the Student Code of Conduct, including cheating or plagiarizing are subject to receiving a zero on the assignment, and being reported to the Department of Student Affairs. If you have questions about how to avoid penalization PLEASE ASK!

Notice to Students with Disabilities
Texas A&M University–Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in 116 Corpus Christi Hall) at 361.825.5816.

**ACADEMIC ADVISING:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

*** Grade Appeal Process. As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**ANY SYLLABUS REVISION IS AT THE DISCRETION OF THE PROFFESOR BUT WILL BE PRECEDED BY REASONABLE NOTICE TO THE STUDENTS. CHECK BLACKBOARD, @TAMUCC.EDU EMAIL AND WITH PEERS OFTEN.**
### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) &amp; Assignments Due</th>
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<tr>
<td>Week 2</td>
<td>6/11-6/18 The Leader’s Character</td>
<td>Johnson Chapt. 3 Ventriss: The Making of a Whistleblower - Case of Alderson</td>
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<tr>
<td>Week 3</td>
<td>6/18-6/25 Combating Administrative Evil</td>
<td>Johnson Chapt. 4 Adams, Chapters 1-4 Case Analysis 1 Due on Alderson Case: 6/13</td>
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<td>Week 5</td>
<td>6/25-7/2 Ethical Decision Making</td>
<td>Johnson Chapt. 5 &amp; 7 Cooper: Big Questions in Admin. Ethics Book Review 1 Due on 6/27 for Unmasking Administrative Evil</td>
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<tr>
<td>Week 6</td>
<td>7/2-7/9 Carrying Ethics to the Organization</td>
<td>Johnson Chapt. 8 &amp; 9 Organization OIG Report on MMS Menzel: I Didn’t do anything unethical, Illegal or immoral Case Study</td>
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<tr>
<td>Week 7</td>
<td>7/9-7/16 The Ethics of Dissent</td>
<td>O’Leary: Entire book Case Analysis 2 Due 7/11 on the Menzel Case Study.</td>
</tr>
<tr>
<td>Week 8</td>
<td>7/16-7/23 The Ethical Challenges of Diversity Hall</td>
<td>Johnson Chapt. 10 Diversity Hall: Agency Discretion and Public Ethics: Case of INS Book Review 2 Due on 7/25 for</td>
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Appendix A: Writing Book Reviews

Every book makes different demands on the reviewer. No single approach is right for all books. The suggestions that follow are just that; suggestions. Use as many of them as seem pertinent, but remain responsive to the book under consideration.

1. Reading the book
When you read, your critical faculty should be alert, but that doesn't mean you are poised for attack. You can do your best if you read in a spirit that is at once critical and sympathetic.

Read the whole book thoroughly and carefully. Reread what you don't understand. Don't skip forewords, prefaces, and other parts that may not appear integral to the text. What you learn here might help you to understand the book better. If possible, it's best to read the book twice, the first time to get an overview, the second time to test your impressions and gather detailed evidence.

Take notes as you read. The list that follows will give you an idea of what to watch for. Taking notes also helps you stay alert as you read, and gives you the opportunity to mark effective passages for quoting.

2. Questions to ask as you read
- What are the author's subject and the broad field into which the work fits?
- What approach does the author take to the subject? What is the central thesis? What are the author's assumptions? What methodology is used?
- What are the author's primary sources? How comprehensive is the research?
- For whom is the book written? Fellow scholars? Non-academics? Is the book appropriate to its audience?
- How is the book structured? Is its development orderly and logical? Is it clear?
- Is the author's prose readable? Exceptionally good?
- Does the book have illustrations? An index? Bibliography? What other features does it have? Are they effective and useful?
- How appropriate is the book's title? Does it promise essentially what the book delivers?
- Are you aware of factual errors in the book? Oversights? Faulty assumptions?

3. Writing the review
Writing a book review is much like writing any other short essay. There is no universal formula, but following a few basic guidelines can simplify the task. Review your notes and list the points you'd like to make. Arrange those points in a logical order. Time spent now on organization not only produces a strong, clear structure, but also allows you to concentrate on phrasing during the writing of the first draft. One possible way of setting up the essay is like this:

1. A brief description of the subject, aim, and scope of the book
2. An outline of its thesis and its bias
3. A detailed assessment of the author's main contentions
4. An evaluation of the book's major strengths and weaknesses
5. A survey of topics not yet covered (sources, illustrations, indexes, etc.)
6. An assessment of the book's place in the literature of its subject

Write the first draft, not stopping to fine tune the phrasing, but aiming to get onto the paper all that you have to say. After some time has elapsed, read the draft critically, noting where it is ambiguous, incomplete, overwritten, etc. Read the second draft, checking for errors in grammar and punctuation, and making sure that you have said just what you meant.

Type the final draft. Proofread the typed copy, and correct as necessary to ensure that it is free from errors.
Appendix B: Case Study Analysis
Student Guidelines: Steps in Analyzing a Case for Discussion

Go through the case as fast as possible, asking yourself “What, broadly, is the case about, and what types and amounts of information am I being given to analyze?” Often the problem or decision is laid out at the start or end of the case. Next, read through the case very carefully, underlining key facts and making marginal notes.

As you read the case again keep the following questions in mind:

- Is there an ethical issue?
- What is the ethical issue?
- What are the issues facing the decision-makers?
- What might be done to resolve the situation?
- Develop and describe a set of alternative solutions.
- Analyze each alternative in accordance with the values of public administrators.
- Make a recommendation based on the comparison of alternatives.
- Does the preferred course of action satisfy the needs/preferences of the primary stakeholders?
- Does it serve the public interest?
- Is the alternative action itself ethical?
- How does this case relate to the other readings for the course?
- What lessons can public administrators learn from this case?
- Do you agree or disagree with the actions of the individuals in this case?
- Why or why not?
APPENDIX C: STATEMENT ON ACADEMIC ATTRIBUTION

Naturally, students are expected to do their own work as provided by TAMUCC policy. The vast majority do precisely that. However, because some students either do not understand the accepted rules of professional practice or because it is sometimes necessary to respond to a problem, this statement is provided. This way, everyone understands the concepts and rules.

Most students who have difficulties do not intend any dishonest action. They simply do not understand precisely those situations in which attribution of sources is required. In fact, for professionals working in public organizations, documents are often group projects rather than individually authored materials. A return to an academic setting is a bit different and requires some attention to the basic guidelines. Consider the following examples of unacceptable borrowing prepared by the Georgia State University Department of History based upon Burkhardt's Civilization and Renaissance in Italy.

Text: “We must insist upon it as one of the chief propositions of this book, that it was not the revival of antiquity alone, but its union with the genius of the Italian people, which achieved the conquest of the western world.”

Unacceptable actions:
(a) Author's words [underlined] without quotations marks and footnote. The Renaissance resulted not from the revival of antiquity alone, but from its union with the genius of the Italian people.
(b) Author’s words without quotation marks and with footnote: The Renaissance resulted not from the revival of antiquity alone, but from its union with the genius of the Italian people.
(c) Use of an idea or interpretation originated by the author without credit. The Renaissance resulted from the combination of classical revival and Italian national Character.

Three of the most often encountered problems are covered by the following general guidelines.
1. A footnote at the end of a paragraph which is primarily or completely borrowed is not adequate attribution. When you borrow someone else's words, you must use both quotation marks and a reference note.
2. Rearranging words from someone else's prose does not change the fact that it is not the student's own work.
3. A paper which consists of numerous quotations strung together does not qualify as one's own work. The fact that there are quotation marks and footnotes is not a substitute for the requirement that a piece of work turned in on an assignment is to be basically a product of the student's own mind. The use of large block quotes on exams or papers will result in a score of 0 for that assignment.

These are some general suggestions to avoid the most common mistakes. If you are not sure, ask!