

POLS 6201, Public Administration Theory and Ethics, Fall 2019

Class Meeting Time/Location: Online and by appointment

Online Hours: During office hours and by appointment

Instructor: Dr. Kathie Barrett

Telephone: 404-822-1015

Office Location: Pafford 119

UWG email: kbarrett@westga.edu

Office Hours: Monday 8-11, Tuesday and Thursday 8-9, Wednesday 10-12

Support for courses

CourseDen D2L Home Page: <https://westga.view.usg.edu/>

Student Services: <http://uwgonline.westga.edu/online-student-guide.php>

D2L UWG Online Help (8AM – 5PM):

<http://uwgonline.westga.edu/students.php> or call 678-839-6248 or 1-855-933-8946
or email online@westga.edu

24/7/365 D2L Help Center: Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

Center for Academic Success: <http://www.westga.edu/cas/> or call 678-839-6280

Distance Learning Library Services:

<http://libguides.westga.edu/content.php?pid=194430>

University Bookstore: <http://www.bookstore.westga.edu/>

Ingram Library Services: <http://www.westga.edu/library/>

COURSE INFORMATION

Course Description

This course will examine what is a good administrator. It will study the dilemmas and hard choices in Public Administration including what is a good person, a good public administrator and a good citizen. Issues included will be personal versus organizational responsibilities, professional expertise versus democratic accountability, authority and culpability, and the relationship between bureaucratic knowledge and the power it fosters, from a historical and philosophical perspective.

Pre-Requisites

This is a graduate level course in Public Administration. A basic understanding of the functions and purpose of public administration, either through prior courses or experience, is helpful.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Students will use books available through the UWG library:

Some resources used during the semester are available through the UWG library.. The links are provided in CourseDen. If you are off campus or if you have problems accessing the reading please see the instructions in the How To Access Readings link in CourseDen.

Course material will also include videos, simulations, and other material available on the internet. These links are provided in CourseDen.

***Course Objectives and Learning Outcomes**

NASPAA Universal Required Competencies

Successful completion of this course will be indicated by the students' ability to understand and master the measurable outcomes of the National Association of Public Affairs and Administration's:

Core competency 1; To lead and manage in public governance.

Core competency 2: To participate and contribute to the public policy process,

Core competency 3; To analyze synthesize, think critically, solve problems and make decisions;

Core competency 4: To articulate and apply a public service perspective, And

Core Competency 5: To Communicate and interact productively with a diverse and changing workforce and citizenry.

Course Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the basics of administrative ethics and the nature and responsibility of administrators;

2. Are aware of the pressures of public administration that can contribute to unethical behavior;
3. Understand the tenets of the code of ethics for various professional organizations in the public sector and how they are applied;
4. Develop the knowledge and skill needed to deal with ethical problems that arise in the public service, such as conflict of interest, use of office for private gain, following orders, and whistleblowing.
5. Understand the role of creating and maintaining ethics in the public organization.
6. Understand the historical and philosophical underpinnings of public administration.

Course Expectations and Evaluation

This course is an online graduate seminar with multiple learning formats. The course will include discussion, lecture materials, classroom/forum exercises, case study analyses, and group presentations. Students are expected to share their knowledge and opinions of lectures, required readings, discussion postings, and related materials. You are responsible for all material in the textbook, supplemental readings, video presentations, and discussion in the online seminars. All assignments should be read by the first date listed for them on the syllabus. Reading and active participation are necessary to succeed in this course!

Success today in this class and success in the future depend on your abilities, skills, and actions to be professional, competent, and genuinely credible. Professionalism, for many, is the strict adherence to courtesy, honesty, and responsibility when dealing with individuals and other agencies in society. It is characterized by a higher level of excellence going above and beyond basic requirements. This professionalism usually contains a good and strong work ethic. Understanding the culture and climate of the environment (e.g. higher education, the workplace, or civic/religious organizations), meeting expectations, communicating (written, verbally and nonverbally) clearly and competently, and building credibility through authenticity stem not only from the desires to be professional and succeed, but should be an integral piece of a higher purpose. **I expect that each student will behave professionally.** The way we conduct ourselves communicates the reality of our lives and our character.

Preparation

My experience, education, and ongoing professional development enable me to provide meaningful content, leadership, and evaluation for this class. I take that responsibility seriously and with intentional purpose. But the quality of our classes is directly related and proportional to the time both you and I dedicate to preparation.

Just as I prepare diligently for each class, I expect you to prepare. **Reading is necessary to succeed in this course!**

Engagement

Classes will be conducted primarily in a lecture/discussion format. Engagement is an important feature of the educational experience. We are active partners in learning and this educational endeavor. I will be innovative in our learning opportunities, interested in your insights, and attentive to your feedback. Our partnership in engagement requires you to be attentive to me and your classmates, ask relevant questions, and provide informed insights. I expect you to be positive and engaged in this class, as well as to be open in your mind and approach to seeking knowledge and respecting others. I also expect that you are most concerned with your progress in learning and not just your grades.

Communication via Technology

All professionals designate appropriate ways to communicate formally and informally via technology. Formal communication is appropriate through your University of West Georgia email account, and informal communication is appropriate through various forms of social media.

Email messages to the professor should include: (1) A subject line with Class Name/Title and the subject (e.g. “POLS 6203: Study Question”); (2) Clear questions and/or comments with the pertinent details and be specific if a response is needed within a certain time frame; (3) Appropriate email formatting; (4) Complete sentences – no jargon or abbreviations; and (5) no spelling and grammatical errors.

I will respond to most email messages received by 4:00 pm Monday-Friday on the same day. All emails will be responded to within 24 hours (barring no illness or other extenuating circumstances). Emails received after 4:00 pm on Friday will receive a response on Monday.

Assignments

Table 1: Assignments

Assignment name	Description	Due Date	Points
Module Discussions	Participation is required in the discussion for each module. Students must make an original post and reply to other students.	The original post and all replies are due the last day of the module.	25%

Assignment name	Description	Due Date	Points
Module Reflections	Each week students will reflect on the readings for the week.	Due the last day of the module.	25%
Theory Paper	Students will assess an public administrative action based on the theories covered during the class	Due 11:30 PM Dec 8	25%
Ethics Paper	Students will assess the ethical behavior of a public administrator based on the material covered during the class.	Due 11:30 PM Dec 8	25%
TOTAL			100%

Module Discussions: Your active participation each week is important and expected. Since this is an online class, participation requires active participation in and contribution to the discussions for each module. A prompt will ask you to comment on a situation or statement related to the module. Your original contribution should be thorough and thought provoking. You are then expected to “discuss” the topic with other students by replying to their posts. Replies are to move the conversation forward by politely and respectfully offering ideas or perspectives with explanation. Responses simply agreeing with the other student or complimenting the other student’s post are not acceptable.

As an alternative to written discussions, during the first week of class a time (or possibly times) will be established for a “virtual” discussion using Collaborate. Students will be able to call and/or video in and discuss the week’s readings with other students as well as the instructor.

Module Reflections: To reflect on the module readings, students will write a reflection paper for each module. These papers should demonstrate that the student read the module material and thought through the application and implication of the material. Reflections must use MLA or APA citation formats and appropriate English grammar.

Theory Paper: Student will analyze a current or recent public administration action to demonstrate the ability to apply the theories learned during the class to situations encountered by public administrators. This paper will be a minimum of 5 pages, must use MLA or APA citation formats, and must use appropriate English grammar. Students are expected to identify an appropriate action, explain the action, and analyze the action appropriately according to class materials. Outside research will be necessary to identify, document, and explain the action. No outside research is necessary to identify or explain theories.

Ethics Paper: Students will analyze a current or recent public administrator action to demonstrate the ability to apply the ethics learned during the class to situations encountered by public administrators. This paper will be a minimum of 5 pages, must use MLA or APA citation formats, and must use appropriate English grammar. Students are expected to identify an appropriate action, explain the action, and analyze the ethics of the action appropriately according to class materials. Outside research will be necessary to identify, document, and explain the action. No outside research is necessary to identify or explain ethics.

Grading Information and Policy

Grading structure and point scale

Table 2: Grade Information and Policy

Percent Grade	Letter	Policy
90% - 100%	A	Demonstrates significantly above average understanding of the material.
80% - 89%	B	Demonstrates better than average understanding of the material
70% - 79%	C	Demonstrates average understanding of the material.
60% - 69%	D	Demonstrates below average understanding of the material.
< 60%	F	

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy. Note that I will enforce this policy.

Late Submission and Extra Credit

All work must be submitted by the due date unless prior arrangements were made. Submissions will not be accepted more than 3 days past the due date. No discussions, either the original post or responses, will be accepted past the last day of the module. If you anticipate having to submit an assignment late please make arrangements with me in advance.

There will be no extra credit.

Communication Rules

Communication Rules: Please stop by my office anytime during my office hours. I will also be glad to arrange other office hours, including online, by appointment.

Please use CourseDen for communication. I will return all emails in 36-hours during the week and within 48 hours over the weekends.

Network Etiquette – Some communication will be online. Please read the short list of tips for online communication below.

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response times

Most of the tests and assignments will be graded immediately through CourseDen. For essays and assignments that cannot be automatically graded I will make every effort to have them graded within a week.

Class Schedule Information (See also Class Schedule Module)

Table 3: Class Schedule

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
Start Here	Aug 14	Aug 17	<ul style="list-style-type: none"> ● Read the Syllabus 	<ul style="list-style-type: none"> Open drop ends Aug 20 ● Complete Pre-Assessment quiz

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
			<ul style="list-style-type: none"> Read various course requirements and policies located in the Start Here 	<ul style="list-style-type: none"> Contribute to Introduction discussion Complete Syllabus quiz
1	Aug 14	Aug 20	<p>Historical Background</p> <ul style="list-style-type: none"> Alexander Hamilton: John C., K. (1979). Alexander Hamilton's Philosophy of Government and Administration. <i>Publius</i>, (2), 99. Karl Marx - André, L. (1982). On the Origins of a Marxist Theory of Bureaucracy in the Critique of Hegel's "Philosophy of Right". <i>Political Theory</i>, (1), 77. <p>Wilson, W. (1887). The Study of Administration. <i>Political Science Quarterly</i>, 2(2), 197-222</p>	<ul style="list-style-type: none"> Complete Module 1 discussion and respond to other students <ul style="list-style-type: none"> Complete Module 1 reflection
2	Aug 21	Aug 27	<p>Moving to the 20th Century</p> <ul style="list-style-type: none"> Cook, B. J. (2007). <i>Democracy and Administration : Woodrow Wilson's Ideas and the Challenges of Public Management</i>. Baltimore: Johns Hopkins University Press. - Pages 26-133 Weber, M. (1922) "Bureaucracy" in Dolan, J., & Rosenbloom, D. H. (2015). <i>Representative Bureaucracy: Classic Readings and Continuing Controversies : Classic Readings and Continuing Controversies</i>. Abingdon, Oxon: Routledge. <p>Wilson, J. Q. (1975). Rise of the bureaucratic state. <i>Public Interest</i>, (41), 77-103.</p>	<ul style="list-style-type: none"> Complete Module 2 discussion and respond to other students Complete Module 2 reflection
3	Aug 28	Sept 3	<p>Theories of Governance</p> <ul style="list-style-type: none"> Chapter 9 in Frederickson, H. George, et al. <i>The Public Administration Theory Primer</i>, Routledge, 2018 Chapter 1 in Hamilton, M. R. "Democracy and Public Service" in Box, R. C. (2007). <i>Democracy</i> 	<ul style="list-style-type: none"> Complete Module 3 discussion and respond to other students <ul style="list-style-type: none"> Complete Module 3 reflection

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
			<i>and Public Administration</i> . Armonk, N.Y.: Routledge.	
4	Sept 4	Sept 10	<p>Political Control of Bureaucracy</p> <ul style="list-style-type: none"> Chapter 2 in Frederickson, H. George, et al. <i>The Public Administration Theory Primer</i>, Routledge, 2018. Eisinger, P. K. (2015) "Black Employment in Municipal Jobs" in Dolan, J., Dolan, J., & Rosenbloom, D. H. (2015). <i>Representative bureaucracy : classic readings and continuing controversies</i>. London, [England] ; New York, New York : Routledge, 2015. 	<ul style="list-style-type: none"> Complete Module 4 discussion and respond to other students <ul style="list-style-type: none"> Complete Module 4 reflection
5	Sept 11	Sept 17	<p>Bureaucratic Politics</p> <ul style="list-style-type: none"> Chapter 3 in Frederickson, H. George, et al. <i>The Public Administration Theory Primer</i>, Routledge, 2018. Thompson, F. J. (1976). MINORITY GROUPS IN PUBLIC BUREAUCRACIES. <i>Administration & Society</i>, 8(2), 201. Meier, K. J., & Nigro, L. G. (1976). Representative Bureaucracy and Policy Preferences: A Study in the Attitudes of Federal Executives. <i>Public Administration Review</i>, 36(4), 458. 	<ul style="list-style-type: none"> Complete Module 5 discussion and respond to other students <ul style="list-style-type: none"> Complete Module 5 reflection
6	Sept 18	Sept 24	Changing Landscapes	<ul style="list-style-type: none"> Complete Module 6 discussion and respond to other students

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
			<ul style="list-style-type: none"> Lipset, S. M. "Bureaucracy and Social Change" in Dolan, J., & Rosenbloom, D. H. (2015). <i>Representative Bureaucracy: Classic Readings and Continuing Controversies : Classic Readings and Continuing Controversies</i>. Abingdon, Oxon: Routledge. Kettl, D. F. "Governing In An Age Of Transformation" in Perry, James L., and Robert K. Christensen. <i>Handbook of Public Administration</i>, John Wiley & Sons, Incorporated, 2015. Waldo, D. (1965). The Administrative State Revisited. <i>Public Administration Review</i>, 25(1), 5. 	<ul style="list-style-type: none"> Complete Module 6 reflection
7	Sept 25	Oct 1	<p>New Public Service</p> <p>Denhardt, J. V., & Denhardt, R. B. (2007). <i>The New Public Service : Serving, Not Steering</i>. Armonk, N.Y.: Routledge.</p>	<ul style="list-style-type: none"> Complete Module 7 discussion and respond to other students Complete Module 7 reflection
8	Oct 2	Oct 8	<p>Ethical Foundations</p> <ul style="list-style-type: none"> Part 1 in Cox, Raymond W.. <i>Ethics and Integrity in Public Administration : Concepts and Cases</i>, Routledge, 2009. Part I in Bruce, W. M. (2001). <i>Classics Of Administrative Ethics</i>. Boulder: Routledge. 	<p>Oct 9 is last day to drop and receive "W"</p> <ul style="list-style-type: none"> Complete Module 8 discussion and respond to other students Complete Module 8 reflection
9	Oct 9	Oct 15	<p>Embracing Ethics</p> <ul style="list-style-type: none"> Chapter 32 in Perry, James L., and Robert K. 	<ul style="list-style-type: none"> Complete Module 9 discussion and respond to other students

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
			<p>Christensen. <i>Handbook of Public Administration</i>, John Wiley & Sons, Incorporated, 2015.</p> <ul style="list-style-type: none"> • Part I in Ghere, R. K., & Frederickson, H. G. (2013). <i>Ethics in Public Management</i>. Armonk, N.Y.: Routledge. • Eimicke, W. B. (2005). Eliot Spitzer. <i>Public Integrity</i>, 7(4), 353-372. • EIMICKE, W. B., & SHACKNAI, D. (2008). Eliot Spitzer. <i>Public Integrity</i>, 10(4), 365-379. 	<ul style="list-style-type: none"> • Complete Module 9 reflection
10	Oct 16	Oct 22	<p style="text-align: center;">Ethical Decisions</p> <ul style="list-style-type: none"> • Chapters 8, 10, and 11 in Ghere, R. K., & Frederickson, H. G. (2013). <i>Ethics in Public Management</i>. Armonk, N.Y.: Routledge. • Hanson, W. <i>Making Ethical Decisions</i>. Playa del Rey, CA: Josephson Institute of Ethics. <p style="text-align: center;">Adams, G. B., Balfour, D. L., & Reed, G. E. (2006). Abu Ghraib, Administrative Evil, and Moral Inversion: The Value of "Putting Cruelty First". <i>Public Administration Review</i>, 66(5), 680-693.</p>	<ul style="list-style-type: none"> • Complete Module 10 discussion and respond to other students • Complete Module 10 reflection

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
11	Oct 23	Oct 29	<p style="text-align: center;">Ethics and Nonprofitis</p> <ul style="list-style-type: none"> • Part IV in Ghere, R. K., & Frederickson, H. G. (2013). <i>Ethics in Public Management</i>. Armonk, N.Y.: Routledge. • Read Boucher, T. and Hudspeth, S. (2013) <i>Ethics and the Nonprofit</i>. Wilton, CT: Commonfund Institute <p>David Cruise, M., James, A., & Ken, R. (2010). Ethical Climate in Government and Nonprofit Sectors: Public Policy Implications for Service Delivery. <i>Journal Of Business Ethics</i>, (1), 3.</p>	<ul style="list-style-type: none"> • Complete Module 11 discussion and respond to other students • Complete Module 11 reflection
12	Oct 30	Nov 5	<p style="text-align: center;">Ethical Dilemmas</p> <ul style="list-style-type: none"> • Part 2 in Bruce, W. M. (2001). <i>Classics Of Administrative Ethics</i>. Boulder: Routledge • Newswander, C. B. (2015). Guerrilla Statesmanship: Constitutionalizing an Ethic of Dissent. <i>Public Administration Review</i>, 75(1), 126-134. • Cohen, S., & Eimicke, W. (1995). Ethics and the Public Administrator. <i>The Annals of the American Academy of Political and Social Science</i>, 537, 96-108. 	<ul style="list-style-type: none"> • Complete Module 12 discussion and respond to other students <p style="text-align: center;">Complete Module 12 reflection</p>
13	Nov 6	Nov 12	<p style="text-align: center;">Corruption</p> <ul style="list-style-type: none"> • Part 3 in Bruce, W. M. (2001). <i>Classics Of Administrative Ethics</i>. Boulder: Routledge. • Chapter 6 in Perry, James L., and Robert K. Christensen. <i>Handbook of Public Administration</i>, John Wiley & Sons, Incorporated, 2015. 	<ul style="list-style-type: none"> • Complete Module 13 discussion and respond to other students • Complete Module 13 reflection

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
			<p>Part II in Ghere, R. K., & Frederickson, H. G. (2013). <i>Ethics in Public Management</i>. Armonk, N.Y.: Routledge.</p>	
14	Nov 13	Nov 19	<p>Code of Ethics</p> <ul style="list-style-type: none"> • Part 4 in Bruce, W. M. (2001). <i>Classics Of Administrative Ethics</i>. Boulder: Routledge. • Chapter 33 in Perry, James L., and Robert K. Christensen. <i>Handbook of Public Administration</i>, John Wiley & Sons, Incorporated, 2015. • APSA Code of Ethics available at https://www.aspanet.org/ASPA/About-ASPA/Code-of-Ethics/ASPA/Code-of-Ethics/Code-of-Ethics.aspx?hkey=fefba3e2-a9dc-4fc8-a686-3446513a4533 accessed August 7, 2018. • "Practices to Promote the ASPA Code of Ethics" available at https://www.aspanet.org/ASPADocs/ASPA%20Code%20of%20Ethics-2013%20with%20Practices.pdf accessed August 7, 2018. <p>Svara, J., et al. (2015) <i>Implementing the ASPA Code of Ethics: Workbook and Assessment Guide</i> Washington, DC: American Society for Public Administration</p>	<ul style="list-style-type: none"> • Complete Module 14 discussion and respond to other students <p>Complete Module 14 reflection</p>
15	Nov 20	Dec 6	Papers	<ul style="list-style-type: none"> • Complete Theory Paper • Complete Ethics Paper • Complete Post-Assessment

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
	Dec 9	Dec 9	Last Day to Submit Work	<u>NO work will be accepted after 11:30PM</u>

Expectations of Students

Course Structure: This class deals with issues and problems that are occurring around the globe. Class discussion and participation is an important part of this class. Therefore, to get the most out of the class students should come to class prepared by reading class materials and knowing current events. The readings provide background and cases for class discussions. Current events provide relevant examples of the topics and theories discussed.

Special components: All readings are available electronically through the University of West Georgia library. If you are not on-campus or if you have problems accessing the readings please refer to the instructions in the module and sub-modules “How To Access Readings” for instructions. If you still cannot access the readings, please let me know.

Course and UWG Policies

Attendance Policy: In order to distribute Title IV funding (federal student aid), student attendance verification is required. Therefore, attendance is recorded for each class. Please ensure that your attendance is recorded.

Attendance is also keep to understanding the course material and getting the most out of the class. Three unexcused absences are allowed during the semester. For each unexcused absence over 3 one (1) point will be deducted from the final grade.

For the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf) (available at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox. Also, please ensure that dropbox submissions are readable on all machines and do not post “pages” files to dropbox. If there is any concern please copy and paste the submission into dropbox.

Additional Support Information

Center for Academic Success

The new Center for Academic Success (CAS – see) <http://www.westga.edu/excel/>) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Student Services

Here is a great resource of Student Services (see <http://uwgonline.westga.edu/online-student-guide.php>) or all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out UWG Cares at <http://www.westga.edu/UWGCares/>