

**Rough Draft PSPA 660 (PCE1): Ethics and Public Service
Fall 2009**

Professor: Curt Wood
Class Times: **Wednesday, 6:00- 8:40 PM, Naperville Campus**
Office Hours: Wednesday, 10:00AM-11: 30 AM and by appointment
Office Room No. 213 IASBO Building
Email: chwood@niu.edu
Office Phone: (815) 753-6144

Course Objectives and Description

In accordance with the National Academy of Public Administration Resolution on Ethics Education, the purpose of the course is to:

- Educate students in 1) democratic values implicit and explicit in the U.S. Constitutional history; 2) the role of government in dealing with conflicting social values; and 3) the ethical and philosophical underpinnings of public policy debates.
- Train students to recognize and focus on ethical problems, to develop and refine appropriate methods of moral reasoning, and to be sensitive to the nuances and ambiguity of ethical situations.
- Encourage students to see public service as a noble calling and a public trust, deserving commitment to the highest standards of honor and personal integrity, to appreciate the ethical dimension in decision making (just as they appreciate the political and managerial dimensions), and to accept the multiple and sometimes conflicting obligations of public service.
- In addition, this course will encourage students to reflect upon their own public service values and moral conduct.

Teaching Philosophy

It is my goal to train graduate students to think critically about the major ethics theories of public administration and to link theory with practice through case studies. I will challenge students to think actively by taking responsibility for and becoming involved in their own learning inside and outside the classroom.

Required Texts:

Frederickson, H. George, 1997. *The Spirit of Public Administration*, San Francisco: Jossey-Bass.

Denhardt, Janet and Robert. 2007. *The New Public Service: Serving Not Steering*. M.E. Sharpe. Second edition.

Badaracco, Joseph, Jr. 1997. *Defining Moments: When Managers Choose Between Right and Right*. Harvard Business School.

Richter, William and Frances Burke, editors. 2007. *Combating Corruption: Encouraging Ethics*. ASPA.

Supplemental Readings:

In addition, there will be articles posted on the Blackboard (In Course Documents), in-class case studies (Course Assignments), and questions that need to be answered when doing some of the book reviews (Course Assignments). Weekly professor lesson plans and notes will be located in Course Information.

Book Reviews:

The three book reviews/reaction papers should each be no longer than four pages each, double-spaced, one-inch margins, paginated, and 12-point font. In the book review, students are expected to **describe, analyze, and critique the major themes/concepts/theses/theories and bring in other readings from this course as well as relevant cases or experiences in government in order to defend an argument or provide evidence.**

Grades will be based on the following:

- 1) How well the student thoroughly describes the major themes/concepts/theses/theories in the book (30%);
- 2) How well these major themes/concepts/theses/theories are connected to cases or examples in the course readings, notes, lectures, student's professional experience, and current events (20%);
- 3) How well the student analyzes and critiques the major themes/concepts/theses/ theories in the book (30%); and
- 4) How reader-friendly is the book review (20%).

A model (exemplary) book review can be found on Blackboard, in Course Information. At the first class the professors will provide the students with the analytic scale (scoring guide) used by the professor to grade students' book reviews. A copy of the analytic tool can also be found on Blackboard, in Course Information. Students are required to complete the assessment tool and submit the assessment tool along with their book review.

Students that receive a "C" on their book review will have the opportunity to revise the book review one time only. Students will have until the last class to turn in any revised book reviews. Students must attach the original graded paper and a second completed analytic tool when submitting a revised book review. In addition, I require proof that you have received instruction from the Writing Center when rewriting the book review **and that you meet with me about how you should revise your paper**. Unless these conditions are met, I will not accept the rewrite.

Exams

There will be **not** be a midterm or final exam so each student can focus maximum attention on the weekly assignments, the praxis papers, the case studies, the three book reviews, and the personal public service/ethics statement.

Case Studies

Each student is expected to turn in at least two cases studies (found in each Chapter of the Richter and Burke edited book as well as in Course Assignments on Blackboard). Read and

answer the questions at the end of each case. Additional cases studies turned in will receive extra credit. Students should explain and defend their answers by bringing in all relevant theories and concepts from the readings and lectures and also using professional experience or examples. **The idea is to integrate theory and practice. Students must also cite all references in the body of the text and in a reference section.** Case study answers will be handed in at class on the due date. Late case studies will not be accepted. Case study answers are to be approximately two (2) pages, typed, double-spaced, one-inch margins, and 12 point. Grades will be based on the quality of the content, the integration of theory and practice, organization, and writing quality.

Students should read and think about all in-class cases and cases in the Richter and Burke book prior to coming to class—even if they do not turn in the answers to a case for a grade. Students should be prepared to discuss all cases in class, either in groups or as a class.

Personal and Professional Ethics Statement

Each student is required to write a personal and professional ethics statement titled “My Public Service Ethos” that is due on or before Wed. December 9 at 6 PM at the Public Administration Office in DeKalb. However, if a student does not live or attend any classes in DeKalb, the professor will accept an electronic submission. All students are also required to upload their personal and professional statement on Blackboard, in the Digital Dropbox, so students can learn from each other.

The personal statement should include a public service philosophy and a personal and professional code of ethics that will or does define your personal and professional ethos. Each statement should be no longer than six pages, double-spaced, paginated, and one-inch margins. All citations and references must be identified and properly documented. Grades will be based on the moral reasoning used, demonstrated understanding of ethical and public service concepts, integration of theory (literature) and practice (professional experiences/examples or current events), organization, and writing quality (sentence structure, conciseness, and clarity).

Praxis Papers

Each student will be required to turn in and present at least two (2) praxis papers during the summer that relates **one major** idea, theory, or concept from **all** the readings and professor notes from the current week to a public administration case (current event or personal/professional experience).

Each student should organize their paper as follows (**in the same order as shown**): 1) Statement of the question (purpose) in one sentence; 2) Research thesis (topic) sentence that summarizes the week’s literature that relates directly to the purpose of the paper; 3) Brief review of the current week’s literature related to the thesis sentence and the question; 4) Case study thesis (topic) sentence that summarizes the case study results that are related to the literature used in the paper and the paper question (purpose), and 5) Briefly describe the case/example/current events and how the case relates to the question, the literature, and the case study thesis sentence. A maximum of one (1) praxis paper will be accepted each week from each student. **No late praxis papers will be accepted.**

Grades will be based on the following: 1) the quality of the question (20%); 2) the quality of the research thesis (topic) sentence (10%); 3) how thoroughly the author draws upon the relevant week’s literature to explain the thesis statement (20%); 4) the quality of the case study thesis (topic) sentence that introduces the case (10%), 5) how well the question, research thesis

statement, the literature, and the case study thesis sentence are connected/related to the case (20%); and 6) how reader-format-friendly (concise, organized, and clear) is the paper (20%). At the first class the professor will provide the students with the analytic scale (scoring guide) used by the professor to grade students' praxis papers. A copy of the scoring guide can also be found on Blackboard, in Course Information. Students are required to complete the assessment tool, and turn in the completed assessment tool along with the praxis paper. A model (exemplary) praxis paper can be found on Blackboard, in Course Information.

Students that receive a "C" on their praxis paper will have the opportunity to revise the praxis paper one time only. Students will have until the last class to turn in any revised praxis papers. Students must attach the original graded paper and a second completed analytic tool when submitting a revised praxis paper. In addition, I require proof that you have received instruction from the Writing Center when rewriting the praxis paper **and that you meet with me about how you should revise your paper**. Unless these conditions are met, I will not accept the rewrite.

Students may turn in more than two praxis papers. In that event, the professor will use the praxis papers with the two highest scores when averaging the overall score for the praxis papers. Students will receive extra credit for each additional praxis paper.

The praxis paper should have a title, the student's name should be typed on the paper, and the paper should be double-spaced, paginated, and have one-inch margins and 12-point font. The praxis paper should be between 3-4 pages long. Students will be expected to present their praxis paper to the class (5-10 minute presentation).

Students should cite within the text the original authors' name and the current events authors' last name and the year published as well as the page number (if a direct quote). For the case, a full reference should also be provided at the end of the paper in a reference section if taken from a current events article.

Class Participation and Attendance

Attending class is a prerequisite for participation. The attendance grade (5%) will be based on the percentage of total classes attended during the semester. The professor will not make a distinction between excused or unexcused absences. Tardiness will be counted as non-attendance for the time missed.

In order to meaningfully participate, each student must be prepared for class. Each student is expected to have read the material prior to coming to class. Each student is expected to participate in class discussion and the in-class case studies. In addition, each student is encouraged to ask questions during class and during the question and answer session after the guest lecturer/practitioner has given the lecture. In addition, students who participate on the Blackboard Discussion Board will be given credit for participation. Participation will comprise 5% of the total grade.

Basis for Calculating Course Grade

Letter grades will be based on the standard 100 percent scale (e.g. 90% – 100% = A, 80% – 89% = B, 70% - 79% = C, etc.). The following components are the criteria for calculating the course grade.

3 book reviews	45%
2 Case Studies	10%
2 Praxis Papers	15%

Public Service Ethos Statement	20%
Participation/Attendance	<u>10%</u>
	100%

CLASS SCHEDULE

Week 1 (August 26): Introduction

Before coming to the first class, read Don Menzel’s Chapter 7 titled “Ethical Governance in the 21st Century.” What are the challenges facing public administrators?

Student and professor introductions
 Go over syllabus
 Go over expectations for the book reviews, case studies, praxis papers, and personal statement
 Discuss rules for citations and references
 Talk about Blackboard
 Discussion about the purpose of government

Week 2 (September 2): Public Service: The Spirit of Public Administration

The first book review/reaction paper due: *The Spirit of Public Administration* by H. George Frederickson. (See questions that need to be answered when completing the book review (Found in Course Assignments).

Week 3 (September 9): Ethics as Social Equity (Fairness)

Social Equity articles from H. George Frederickson, found in *Public Administration with an Attitude*, 2005, ASPA (Found in Course Documents)

- “War and the Uneven Strain”
- “What about Evil?”
- “Public Administration and Social Equity”
- “Is Social Equity Class Warfare?”

Part Two in *The Spirit of Public Administration* by H. George Frederickson (Chapters 4-6)
 “Social Equity and Public Administration” Chapter 3 in *New Public Administration* by H. George Frederickson, found in Course Documents

Praxis Papers Due (discussion). Students who do not write a praxis paper will bring an experience or current event to discuss with the class

Week 4 (September 16): Public Service: The New Public Service (Janet and Bob Denhardt)

The second book review/reaction paper due: *The New Public Service (expanded edition): Serving Not Steering* by Janet and Robert Denhardt. (See questions that need to be answered when completing the book review (Found in Course Assignments).

Optional: “Toward a Theory of Public Administration” by Curtis Wood, found on Blackboard, Course documents

Discuss the Denhardt's book in class

Week 5 (September 23): Ethical Foundations: Virtue, Consequence, and Principle

Read Part 1: Ethics: Foundations and Challenges: Introductory Essay (pages 1-10) and Chapter 1 (11-30) in Richter and Burke edited book, *Combating Corruption: Encouraging Ethics*

Read ICMA and ASPA Codes of Ethics (Course Documents on Blackboard)

Read "The Ethical Professional: Cultivating Scruples" by James Bowman (Course Documents)

Read "Six Pillars of Character" by Michael Josephson (Course Documents)

Read "Moral Compassing" by Stephen Covey (Course Documents)

Read Chapter 4 "Reinforcing and Enlarging Duty: Philosophical Bases of Ethical Behavior and the Ethics Triangle" by James Svara (In *the Ethics Primer*). Found in Course Documents.

Read "Gloria Flora: Exit and Voice" by H. George Frederickson for in-class discussion regarding how public administrators should use the ethics triangle (Found in Course Documents)

Read and answer the questions for the 5 in-class ethics cases we will discuss in class (Found in Course Assignments)

Praxis Papers Due (discussion). Students who do not write a praxis paper will bring an experience or current event to discuss with the class

Week 6 (September 30): Ethics as Responsibility and Accountability

Read Chapter 2 in *Combating Corruption: Encouraging Ethics* by Richter and Burke (31-46).

Read Chapter 12 in *Combating Corruption: Encouraging Ethics* by Richter and Burke (221-237)

Read Chapter 3 "Refining the Sense of Duty: Responsibilities of Public Administrators and the issue of Agency" by James Svara (In *The Ethics Primer*). Found in Course Documents.

"Public-Service Ethics and Administrative Evil: Prospects and Problems" by Guy B. Adams and Danny L. Balfour in *Ethics in Public Management*, edited by H. George Frederickson and Richard Ghere (pages 114-138). Found on Course Documents

"Spirited Dialogue: The Case for Administrative Evil: A Critique" by Melvin Dubnick (found on Course Documents)

"Accountability in the Public Sector: Lessons from the Challenger Tragedy" by Barbara S. Romzek and Melvin J. Dubnick (found in Course Documents)

Case in Chapter 2 or Case in Chapter 12 in Richter and Burke is due (optional)

Praxis Papers Due (discussion). Students who do not write a praxis paper will bring an experience or current event to discuss with the class

Week 7 (October 7): Ethics and Contracting out

“The Atrophy of Ethics”, “Ethics, Contracting-Out, and Qui Tam?”, “Ethics and Contracting-out”, and “Ethics and Privatization” by H. George Frederickson, in *Public Administration with an Attitude* by H. George Frederickson (found in Course Documents).

Read “Cowboys and the New Public Management: Political Corruption as a Harbinger” by Peter deLeon found in *Ethics in Public Management* edited by H. George Frederickson and Richard Ghere (pages 203-219). Found in Course Documents.

Read “Public Ethics and the New managerialism: An Axiomatic Theory” by H. George Frederickson found in *Ethics in Public Management* edited by H. George Frederickson and Richard Ghere (pages 165-183). Found in Course Documents.

Praxis Papers Due (discussion). Students who do not write a praxis paper will bring an experience or current event to discuss with the class

Week 8 (October 14): Resolving Ethical Dilemmas

The third book review/reaction paper is due: *Defining Moments: When Managers Choose Between Right and Right* by Joseph Badaracco. When writing the book review, address the following question: “How can ethical dilemmas be resolved by public managers, using the wisdom of the sages, the ethics triangle, and the cases in the book or personal experience?”

Discuss book in class

Week 9 (October 21): Ethical Problems: Understanding Fraud, Waste, Abuse, and Corrupt Practices

Read Introductory Essay in *Combating Corruption: Encouraging Ethics* by Richter and Burke (pages 69-74).

Read Chapter 4 in *Combating Corruption: Encouraging Ethics* by Richter and Burke (pages 75-88).

Read Chapter 8 in *Combating Corruption: Encouraging Ethics* by Richter and Burke (pages 141-156).

“Don’t Feed the Crocodiles: Public Administration’s Role in Restoring Democracy” by Irene Rubin (found in Course Documents)

Case in Chapter 4 or chapter 8 of the Richter and Burke book is due (optional)

Praxis Papers Due (discussion). Students who do not write a praxis paper will bring an experience or current event to discuss with the class.

Week 10 (October 28): Ethical Problems: Graft, Bribery, and Conflict of Interest; Lying, Cheating, and Deception

Chapter 5 in *Combating Corruption: Encouraging Ethics* by Richter and Burke (pages 89-104)

Chapter 6 in *Combating Corruption: Encouraging Ethics* by Richter and Burke (pages 105-122)

Read “Arthur Anderson, Where Art Thou?” by H. George Frederickson, found in *Public Administration with an Attitude*, 2005, ASPA (Found in Course Documents)

Case in Chapter 5 or Chapter 6 is due (optional)

Praxis Papers Due (discussion). Students who do not write a praxis paper will bring an experience or current event to discuss with the class

Week 11 (November 4): Privacy, Secrecy, and Confidentiality

Chapter 7 in *Combating Corruption: Encouraging Ethics* by Richter and Burke (pages 123-140)

Case in chapter 7 due (optional)

Praxis Papers due (optional)

Praxis Papers Due (discussion). Students who do not write a praxis paper will bring an experience or current event to discuss with the class

Week 12 (November 11): Strategies: What to do when the Angeles Are Missing

Read Introductory essay in the Richter and Burke edited book (pages 157-164)

Read Chapter 9 in *Combating Corruption: Encouraging Ethics* by Richter and Burke, and Doig (pages 165-184).

Read Chapter 10 in *Combating Corruption: Encouraging Ethics* by Richter and Burk (pages 185-204).

Read Chapter 11 in *Combating Corruption: Encouraging Ethics* by Richter and Burke (pages 205-220)

Case in Chapter 9, 10, or 11 is due (optional)

Praxis Papers Due (discussion). Students who do not write a praxis paper will bring an experience or current event to discuss with the class

Week 13 (November 18): Strategies: What to do when the Angeles Are Missing

Read Chapter 9 “Elevating Ethical Behavior in the Organization” by James Svara (in *The Ethics Primer*, found on Blackboard in Course Documents)

Read Chapter 10 “Mandating Duty: External Measures to Promote Ethics” by James Svara (in the *Ethics Primer*, found on Blackboard in Course Documents)

Read Chapter 3, “Tools for Ethics Managers” in Don Menzel’s book *Ethics Management for Public Administrators* (found on Blackboard in Course Documents)

Read Chapter 4, “Ethics Management in American Cities and Counties” in Don Menzel’s book *Ethics Management for Public Administrators* (found on Blackboard in Course Documents)

Case study due (Optional): Read and answer the two sets of questions in Craig Wheeland’s case “Partisan Politics, Ethics, and the Home Rule Charter”, found on Blackboard in Course Assignments.

Praxis Papers Due (discussion). Students who do not write a praxis paper will bring an experience or current event to discuss with the class

Week 14 (November 25): No Class due to Thanksgiving Break

Week 15 (December 2): Twenty-First Century Challenges: Global Dimensions/Changing Boundaries

Read Chapter 3 in *Combating Corruption: Encouraging Ethics* by Richter and Burke (pages 47-68).

Read “Public Service Ethics in a Transnational World” by Diane Yoder and Terry Cooper found in *Ethics in Public Management* edited by H. George Frederickson (pages 297-328).

Case in chapter 3 of Richter and Burke book is due (optional)

Praxis Papers Due (discussion). Students who do not write a praxis paper will bring an experience or current event to discuss with the class

Week 16: Personal and Professional Ethics Statement

Each student is required to write a personal and professional ethics statement titled “My Public Service Ethos” that is due on or before Wed. December 9 at 6 PM at the Public Administration Office in DeKalb. However, if a student does not live or attend any classes in DeKalb, the professor will accept an electronic submission. All students are also required to upload their personal and professional ethics statement on Blackboard, in the

Digital Dropbox, so students can learn for each other. Formatting requirements can be found on pages 2-3 above.

Professor Wood reserves the right to make changes to the above schedule

Academic Misconduct

Academic misconduct is defined in the Student Judicial Code as the receipt or transmission of unauthorized aid on assignments or examinations, plagiarism, the unauthorized use of examination materials, or other forms of dishonesty. The professor is authorized by NIU to levy a sanction not greater than an F for the course.

Whenever referencing material from the texts, supplemental readings, or lectures, students should include appropriate citations within the narrative and in a bibliography section to avoid problems of plagiarism. Students are guilty of plagiarism, intentional or not, if they copy material from books, journals, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them (*NIU Undergraduate Catalog*).

Statement Concerning Students with Disabilities

Under Section 504 of the Rehabilitation Act of 1973, NIU is committed to making reasonable accommodations for persons with documented disabilities. Those students with disabilities that may have some impact on their coursework and for which they may require accommodations should notify the Center for Access-Ability Resources (CAAR) on the fourth floor of the Health Services Building. CAAR will assist students in making appropriate accommodations with course instructors. It is important that the student inform CAAR and Professor Wood during the first two weeks of the semester of any disability-related needs.

THE WRITING CENTER

The Writing Center provides writing assistance for all undergraduate and graduate students. The Center is located in Stevenson Towers South, Lower Level. For more information call 753-6636. Students are strongly encouraged to use the writing center if they need to learn critical writing skills.

OTHER RULES

Please turn your cell phones off before coming to class. Cell phones may not be used in class, nor is it acceptable to read newspapers or bring persons not enrolled in the course to class.