

## **Special Topics: Public Administration Ethics (PLS 5200)**

Eastern Illinois University  
Department of Political Science  
Fall 2021  
Online

**Instructor:** Dr. Alexandria N. Wilson-McDonald

**Email:** awilsonmcdonald@eiu.edu

**Virtual Office Hours:** MW 1-3 pm, F 2-3 pm Central Time and by appointment. During this time I will be available via the Chat tool on our D2L course site. You can access the Chat tool under the “Communications” tab at the top of the course homepage. I am also available during these times to arrange a phone call or video meeting via Zoom.

**Email Hours:** Communicating with me via email is the best way to reach me. My email hours are 9-4 p.m., Monday through Friday (all times presented in the syllabus are in Central Time Zone).

**Technology Requirements:** Access to D2L and email

### **Course Description:**

This course reviews the theories and application of ethics in the public sector, a key component to managing in the public sector. Ethics is not simply about choosing between right and wrong; administrators are often faced with multiple choices and then must choose the best alternative. Learning how to evaluate these alternatives and choose the best alternative is the main focus of this course. Case studies and best practices are examined to improve students' understanding of administrative ethics in public management.

### **Course Information:**

This is an online course, so we will not meet in person. Online courses give students flexibility, but they also require that a student be self-motivated. Even though this is an online course, it is not self-paced. This means that discussions and assignments must be submitted prior to the due date or students will receive a deduction in points. In order to do well in this course a student must possess time management skills. As this is an online course, participation is crucial to gaining the most knowledge from this course. In order to successfully participate, students must have thoroughly read the weekly reading materials prior to online discussions. This course will be based on our D2L system. All of our interactions and assignments will be done through D2L. It is imperative that students have a working knowledge of this system for success in this course.

### **Learning Objectives:**

- Student will practice and improve graduate-level writing, critical thinking, and analytical skills through the final project and the ethics journal assignment.
- Students will learn to analyze the major concepts and schools of thought in leaderships theory through course readings and content and through weekly discussion posts.
- Students will practice ethical decision-making through case study assignments.

### **Required Text:**

Brett S. Sharp, Grant Aguirre, Kenneth Kickham. 2017. *Managing in the Public Sector: A Casebook in Ethics and Leadership*.

All other required readings will be provided within the course on D2L.

**Course Assignments and Evaluations:** All course assignments will be graded and feedback will be returned to students within one week of submission.

### Online Discussion and Participation

Each week students will be required to engage in an online discussion covering the readings for the week. In these weekly discussion posts, one student from the class will serve as the discussant. The discussant will post two questions for the week. These questions should be critical thinking questions and each question should be around three sentences long. The discussant will post these questions on Monday before 9 p.m under the corresponding module. Students are randomly assigned a week to be the discussant. You can find the discussant list for the semester under the page "Getting Started" in the D2L course. The rest of the students (respondents) in the class will respond to the discussant's questions by giving at least two full responses. Full credit will be given to students who answer both of the questions for the week. These responses should be professionally written, in paragraph format, and be approximately 100-200 words. Responses should also include citations from the text when appropriate. Respondents should post early enough in the week so that the discussant has time to respond to questions and comments. The discussant will then answer questions and comments about the questions that they posed. Discussants should be actively engaging with respondents throughout the course of the week. The discussion board will close each week on Sundays at 5 p.m.

In the first week of the course (Module 1) students will submit an introductory post. In this post, students will introduce themselves to the rest of the class. There is no required word count for this first post. Also in Module 1 students will complete a plagiarism quiz. This quiz is not graded and you may take it as many times as you need to score a 100%. Failure to complete the quiz will result in a deduction from your participation points for the first week.

### Homework Assignments

Students will complete homework assignments every week in the form of case studies. Students will answer discussion questions for each case study in the given week's chapter of the Sharp et al book. Homework assignments are due each week on Sundays at 5 p.m.

### Ethics Journal

As part of this course, students will complete an ethics journal. This involves a weekly reading response to the assigned readings. Each week, students will complete a journal entry that focuses on that week's readings. Each entry should be 2 full pages, 12 point font, Times New Roman, double spaced. To receive full credit for their entries students should identify key points in the reading; examine how their personal beliefs, values, and preference influence their perception of the issues and how they would handle those issues; where they might find these types of issues in your particular field of study; other interesting and relevant comments that they wish to add. Completed journals will be due in the final week of the course.

### Final Project: Case Analysis

This assignment involves a paper of approximately 15 pages, in which students will analyze a real ethical dilemma related to public administration ethics. This may be either a dilemma that they have experienced personally, or one confronted by someone whom they know who works in government, or a hypothetical situation. Students may change names and incidental facts to protect the identities of persons or organizations. In writing this paper students should draw upon the literature of the course as appropriate to explain and justify their responses.

The paper should include the following:

- Brief description of the dilemma, including pertinent factual background information.
- Identification of all conceivable alternatives for resolving the dilemma.
- Probable positive and negative consequences of each alternative.
- Selection of one alternative based on an explicit ethical principle, or set of principles, and the probable consequences.
- Justification for adopting a particular solution or solutions.
- Describe the characteristics of the organization involved that would encourage or impede the implementation of your chosen solution(s).
- Discuss the changes that would be necessary to make the organization more supportive of this solution(s).
- Describe a management strategy to accomplish these changes.

### **Grade Breakdown:**

Online discussion and participation 15%, homework assignments 30%, ethics journal 20%, final project 35%

## Grading Scale:

Letter grades will be assigned according to the following numerical scales:

Letter Grade	Numerical Equivalent
A	90-100
B	80-89.99
C	70-79.99
D	60-69.99
F	<59.99

## Important Policies:

**Late Policy:** All assignments are to be submitted by 5:00 pm on the date in which they are due. Please check the course schedule for assignment due dates. Deadline extensions will be granted only in cases that conform with university policies. Official documentation must be provided for deadline extensions. Otherwise, 5 points will be deducted for each day that an assignment is submitted late. Turn late work in by emailing me within 48 hours of the due date, with flexibility for emergencies. Communication is vital—be sure to email me.

**Class Climate:** Students will engage in civil discussions, be respectful, supportive, curious, and open to learning from one another. Please let me know if you go by a name different from the roster and/or if you want to share your pronouns.

- **Be professional** at all times. You are preparing yourself to be a career professional, remember that you are establishing your professional identity. Professionalism should be practiced at all times within the virtual classroom including in discussion posts and emails to the professor.
- **Be respectful** of other people. Everyone is entitled to their own opinion. While it is okay to disagree, please do so with respect to others. If you believe that someone has intentionally offended or insulted you, please contact the professor immediately to discuss what has occurred and how to address the issue. *Insults and hate speech are not tolerated in this class.*

**NETIQUETTE:** Student to student and student to instructor interaction is a critical element to a successful online course. Consistent with other forms of social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via email or discussion board messages:

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Be brief; succinct, thoughtful messages have the greatest effect.
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your emails.
- Think about your audience and the relevance of your messages.

- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else's ideas, thoughts, or words.

**Academic Honesty:** Students must follow EIU's Code of Conduct; violations include collusion, data falsification, plagiarism, submitting previously completed work, theft of academic work, class disruption, and complicity with others in violation of these standards. Violations are reported and punishment may be an F in the course.

This syllabus is subject to amendment during the semester. Any changes considered as necessary by the instructor might be made without prior notification. However, changes will be announced in class and/or via e-mail. If any changes are made, the syllabus will be updated and shared with the students via Canvas.

### **EIU Support System**

**Help with Technology:** If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. Email and Chat options are also available on the "My Home" page after logging in to D2L. Other D2L resources including a D2L Orientation course for students are available on the "my Home" page. If you find yourself in need of technological assistance regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk at 217-581-4357 during regular business hours or submit a help ticket at <http://techsupport.eiu.edu/>. Your professor cannot provide IT support.

**Mental Health Support:** Contact the [Counseling Clinic](#) for mental health treatment and support.

**Student Success:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistance with time management, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696 or go to McAfee, Room 1301 .

**Disability Services:** If you have a disability, contact me during the 1st week with your accommodations letter from the [Office of Student Disabilities Services](#). If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All

accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2005, or call 217-581-6583 to make an appointment.

**Writing & Research Support:** While I will not review entire papers prior to the due date, I encourage you to take advantage of the resources provided by EIU to help you to polish your papers. I will, however, be happy to answer any questions about your writing and look over small portions of your papers during my office hours. You can contact the [Writing Center](#) for a wide range of writing support. Contact [Booth Library](#) for research assistance. The Political Science reference librarian is Professor Steve Brantley ([jsbrantley@eiu.edu](mailto:jsbrantley@eiu.edu)).

Course Schedule		
Date	Topic	Readings/Assignments
Module 1, August 23	Introduction	<p><b>Read:</b> Chapter 1 in Sharp</p> <p>Pinker, Steven. "The Moral Instinct." <i>The New York Times</i>. 2008.</p> <p><b>Due:</b> Introductory Post and Plagiarism Quiz</p>
Module 2, August 30	Administrative Ethics and Leadership Theories	<p><b>Read:</b> Chapter 2 in Sharp</p> <p>Lilla, Mark T. "Ethos, "ethics," and public service. <i>National Affairs</i>. 1981. Spring.</p> <p>Whitbeck, Caroline. "Ethics as Design: Doing Justice to Moral Problems." <i>The Hastings Center Report</i>, vol. 26, no. 3, 1996, pp. 9–16.</p> <p><b>Due:</b> HW: Cases 1, 3, and 5 in the Sharp et al book and discussion post</p>

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<p>Module 3, September 6, No class -September 6 (Labor Day)</p>	<p>Ethical Decision-Making</p>	<p><b>Read:</b> Chapter 3 in Sharp</p> <p>Cooper, Terry L. "Hierarchy, Virtue, and the Practice of Public Administration: A Perspective for Normative Ethics." <i>Public Administration Review</i>, vol. 47, no. 4, 1987, pp. 320–328.</p> <p>Lewis, Carol S. "In Pursuit of the Public Interest." <i>Public Administration Review</i>, vol. 66, no. 5, 2006, pp. 694-701.</p> <p><b>Due:</b> HW: Cases 6, 7, and 10 in the Sharp et al book and discussion post</p>
<p>Module 4, September 13</p>	<p>Charismatic Leadership and Virtue Ethics/Ethical Competence</p>	<p><b>Read:</b> Chapter 4 in Sharp</p> <p>Howell, Jane M., and Bruce J. Avolio. "The Ethics of Charismatic Leadership: Submission or Liberation?" <i>The Executive</i>, vol. 6, no. 2, 1992, pp. 43–54.</p> <p>Ciampa, Dan (2016). "When Charismatic Leadership Goes Too Far." <i>Harvard Business Review</i>.</p> <p><b>Due:</b> HW: Cases 11, 12, and 13 in the Sharp et al book and discussion posts</p>

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<p>Module 5, September 20</p>	<p>Transformational Leadership and a Feminist Approach</p>	<p><b>Read:</b> Chapter 5 in Sharp et al. Cooper, Terry L., and Luther Gulick. "Citizenship and Professionalism in Public Administration." <i>Public Administration Review</i>, vol. 44, 1984, pp. 143–151.</p> <p>Ferguson, Kathy E. 1984. Chapter 1 "What Does Feminism Have To Do With Bureaucracy?" In <i>The Feminist Case Against Bureaucracy</i>. Temple University Press. p. 1-10</p> <p><b>Due:</b> HW: Cases 16, 17, and 20 in the Sharp et al book and discussion posts</p>
<p>Module 6, September 27</p>	<p>Paternalistic Leadership, and Governance Feminism</p>	<p><b>Read:</b> Chapter 6 in Sharp et al.</p> <p>Halley, Janet E. et al.(2018) "Preface" (p. ix-xvi) and "Chapter 1: Where in the legal order have feminists gained inclusion" (p. 3-18) and "Conclusion: Distribution and Decision Assessing Governance Feminism" (p. 253-267). In <i>Governance Feminism: An Introduction</i>.</p> <p><b>Due:</b> HW: Cases 22, 23, and 24 in the Sharp et al book and discussion posts</p>

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<p>Module 7, October 4</p>	<p>Tools or Ethics Management and Pragmatic Leadership</p>	<p><b>Read:</b> Chapter 7 in Sharp et al.</p> <p>Menzel, Donald C., and Kathleen J. Carson. "A Review and Assessment of Empirical Research on Public Administration Ethics." <i>Public Integrity</i>, Summer 1999: 239-264.</p> <p>Goodin, Robert E., and Peter Wilenski. "Beyond Efficiency: The Logical Underpinnings of Administrative Principles." <i>Public Administration Review</i> 44, no. 6 (1984).</p> <p><b>Due:</b> HW: Cases 27, 29, and 30 in the Sharp et al book and discussion posts</p>
<p>Module 8, October 11, No class - October 15 (Fall Break)</p>	<p>Ethics Code of Conduct and Caring Leadership</p>	<p><b>Read:</b> Chapter 8 in Sharp et al.</p> <p>Hart, David K. "The Virtuous Citizen, the Honorable Bureaucrat, and "Public" Administration." <i>Public Administration Review</i> 44 (1984): 111-21</p> <p>Bryson, Stephanie A. "An ethic of care? Academic administration and pandemic policy." <i>Qualitative Social Work</i>. (2021). P. 632-638</p> <p><b>Due:</b> HW: Cases 32, 34, and 37 in the Sharp et al book and discussion posts</p>

### Course Schedule

Module 9, October 18	New Public Governance and Sandpaper Leadership	<p><b>Read:</b> Chapter 9 in Sharp et al.</p> <p>Brock, Kathy L. 2020. "Government and Non-Profit Collaboration in Times of Deliverology, Policy Innovation Laboratories and Hubs, and New Public Governance." <i>Voluntas: International Journal of Voluntary &amp; Nonprofit Organizations</i> 31 (2): 257–70.</p> <p>Cristina Maria Stanica and Maria Aristigueta. "Progress toward New Public Governance in Romania." <i>International Journal of Public Leadership</i>. 2019.</p> <p><b>Due:</b> HW: Cases 38, 41, and 42 in the Sharp et al book and discussion posts</p>
Module 10, October 25	Organizational Culture and Organizational Climate	<p><b>Read:</b> Chapter 10 in Sharp et al.</p> <p>VanSandt, Craig V. and Christopher P. Neck. 2003. "Bridging Ethics and Self Leadership: Overcoming Ethical Discrepancies between Employee and Organizational Standards," <i>Journal of Business Ethics</i>, 43(4): 363–387.</p> <p><b>Due:</b> HW: Cases 46, 47, and 48 in the Sharp et al book and discussion posts</p>

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<p>Module 11, November 1</p>	<p>Perceptions and Managerial Ethics</p>	<p><b>Read:</b> Chapter 11 in Sharp et al.</p> <p>Minkes, A. Leonard, Michael W. Small, and Samir R. Chatterjee. 1999. "Leadership and Business Ethics: Does It Matter? Implications for Management," <i>Journal of Business Ethics</i>, 20(4): 327–335.</p> <p>Rost, Joseph C. 1995. "Leadership: A Discussion about Ethics," <i>Business Ethics Quarterly</i>, 5(1): 129–142.</p> <p><b>Due:</b> HW: Cases 52, 53, and 54 in the Sharp et al book and discussion posts</p>
<p>Module 12, November 8</p>	<p>Organizational Integrity and Prudence</p>	<p><b>Read:</b> Chapter 12 in Sharp et al.</p> <p>Brown, Marvin T. 2006. "Corporate Integrity and Public Interest: A Relational Approach to Business Ethics and Leadership," <i>Journal of Business Ethics</i>, 66(1): 11–18.</p> <p>Knights, David and Majella O’Leary. 2006. "Leadership, Ethics and Responsibility to the Other," <i>Journal of Business Ethics</i>, 67(2): 125–137.</p> <p><b>Due:</b> HW: Cases 55, 56, and 58 in the Sharp et al book and discussion posts</p>
<p>Module 13, November 15</p>	<p>Federal, State, Local, GONGO and Accountability</p>	<p><b>Read:</b> Chapter 13 in Sharp et al.</p> <p>Smith, Tracy. <i>Local Government Ethics in South Carolina</i>. Clemson University. 2012.</p> <p><b>Due:</b> HW: Cases 60, 61, and 64 in the Sharp et al book and discussion posts</p>
<p>November 22, No Class - Thanksgiving</p>	<p>Enjoy the break!</p>	

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<p>Module 14, November 29</p>	<p>Open Government and Transparency and Competition and Regulatory Ethics</p>	<p><b>Read:</b> Chapter 14 and Chapter 15 in Sharp et al. in Sharp et al.</p> <p>Thomas Craemer. "When Government Transparency Risks Reinforcing Racist Stereotypes and Residential Segregation." <i>Public Administration Quarterly</i>. 2021. 51-78.</p> <p><b>Due:</b> HW: Cases 65, 66, 70, 71, 73, 76 in the Sharp et al book and discussion posts</p>
<p>Module 15, December 6</p>	<p>Course Conclusion</p>	<p><b>Read:</b> Cooper, Terry (2004). "Big Questions in Administrative Ethics: A Need for Focused, Collaborative Effort." <i>Public Administration Review</i> 64(4), pp. 395-407.</p> <p>Smith, Catherine F. (2019). "Ethics for Policy Communicators." In <i>Writing Public Policy</i>. Oxford University Press.</p> <p>Beazley, Ashlee. Contagion, Containment, Consent: Infectious Disease Pandemics and the Ethics, Rights, and Legality of State-Enforced Vaccination Essay. <i>Journal of Law and Biosciences</i>. 2020. P. 1-10.</p> <p><b>Due:</b> Ethics Journal Due by December 10th, Final Code of Ethics Project Due December 13th</p>