

**Tennessee State University
Department of Public Administration**

Course Number: PADM 6390 (hybrid course)

Title: Ethics and Values in the Public Service
Fall, 2016

Course Credit: Three Credits

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This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!

Thursday 1:00 – 4:00

Course Description: This course is a critical investigation of ethics, ideals and values commonly attributed to public service in the United States. These include efficiency, competency and responsibility; rule of law; democratic participation; public interest and compassion. (*TSU Graduate Catalog, 2007-2009*, p. 56).

Review headlines in a national newspaper (*The Washington Post, Los Angeles Times, New York Times*) any day of the week and you can expect that government ethics will be prominently featured. The BP oil spill in the Gulf of Mexico, the indictment of (ex) Governor Rod R. Blagojevich on bribery, extortion and racketeering charges, efforts to persuade a challenger in Colorado to drop out of a Senate race in exchange for a position in the Obama Administration – and those represent only a one day sample (June 3, 2010).

These headlines speak to the importance and weighty relevance of ethics and morality in U.S. government and a “democratic” society generally. For those in public service a higher standard of conduct is expected and required. This higher standard extends to the civil servant and public sector manager as well as those elected to office. This course will focus on normative issues surrounding the public and non-profit manager’s job and profession which raise questions of right and wrong, good and bad. These questions will include professional conduct and choices for the most part but personal, organizational legal and public interest values will be explored in so far as they affect professional conduct, choices and job performance.

This course is designed for current and future public service practitioners. The theoretical information covered is offered as a means to an end. **The ultimate goal or test of the course is whether students can successfully and effectively incorporate these theoretical approaches and ways of thinking to the everyday practice of public administration.**

Students will demonstrate knowledge of ethics and values in various reading, writing and discussion assignments throughout the semester. Classes will be conducted in a hybrid format with some sessions delivered on line and others on campus. To complete the course successfully students must participate in both on line and on campus sessions.

Course Objectives:

This course is designed to teach the following subjects to current and future public administration practitioners:

- *how ethics and values in the public service form an integral part of the academic field of public administration as well as how values of public service in the U.S. are a critical part of good public administration practice.*
- *relevant philosophical approaches and analytical reasoning techniques essential to resolving individual and organizational ethical dilemmas in the public and/or non-profit sectors.*
- *common ethical dilemmas encountered in public and non-profit practice as well as emerging problems, issues, trends likely to confront public servants.*
- *how partisan and organizational politics, professional pressures, personal ethics, government structure, organizational issues and public policies all affect prospects for ethical conduct in the workplace.*

Course Competencies

Students who successfully complete requirements for this course will be able to:

- Critically evaluate the implications of different approaches to ethics for satisfying the values of public administration
- Know, internalize and describe core public service values
- Assess work situations and dilemmas in public administration practice and take principled positions

- Motivate the workforce both ethically and effectively

Instructional Methodology PADM 6390 section 95 meets on campus alternate weeks with lectures, reading and case study exercises, alternating on campus meetings with on line classes. Students are expected to be prepared and informed participants in class discussions in both delivery formats.

Learning effectively in an intensive graduate-level course requires different skills than an undergraduate program. At a minimum, the competent student:

Is a self directed learner. This means the student believes he or she is responsible for learning the course subject matter. S/he checks progress in the course, attends to deadlines, takes initiative to remedy deficiencies, misunderstandings and requests feedback from the instructor

Is responsible for reading and understanding the syllabus and other guidelines for the class, assignments, timelines, emails, etc. The response “I didn’t read the deadline/instructions/my email concerning this” is not an acceptable excuse.

Knows how to schedule and creates a study routine, pacing him or herself to complete work in a timely manner

Submits assignments on time

Reviews course material routinely

Takes notes and can summarize a discussion or reading assignment

Is well prepared for discussions, speaks informatively and expresses points relevant to the discussion

Course Audience

This elective course is intended for Master’s students, Ph.D. in public administration students and other graduate students interested in the subject.

Students admitted to the Master of Public Administration program should expect that this course will assist them in adding to the foundational stock of knowledge of public administration. The introductory seminar (PADM 6210) or its equivalent is *not* required as a prerequisite for PADM 6390 however those with some academic preparation in public administration will most likely appreciate the subject matter in greater depth.

Prospective MPA students – those wishing to enter the Master’s program in future – may choose to enroll to discover whether public administration is a good fit in terms of their career choice or advanced degree program. Business, education or other graduate students may be interested in enriching their understanding about public administration and especially the subject of ethical professional conduct.

Students admitted to the Ph.D. in Public Administration should, as a result of taking this course, acquire deeper understanding of the ethical and philosophical roots of the field. Literature and approaches to framing public administration issues and problems as taught in this course should assist future scholars in forging their personally grounded theories of public administration.

Instructional Technology

Because this course relies on thorough familiarity with the eLearn course management system, it is incumbent upon students to master its tools. As just one example, all assignments – homework, the syllabus, supplementary material – will be posted on the mytsu eLearn site. Homework and case study will be turned in through the eLearn drop box. Therefore it is imperative that students learn how to use it as early in the semester as possible. To start the learning process, please make sure that you complete the eLearn orientation before the first class meeting.

The instructor will be contacting you using your mytsu address. If you choose not to check your mytsu email, the onus is on you! Always check the “News” posted at the first page of this eLearn course. The News will inform you of changes in scheduling, assignments, concerns and items of interest as well as updates.

Please note: If for any reason you find that the server or the dropbox is not functioning, you may email assignments to arizzo@tnstate.edu. This notwithstanding, to avoid rejection of any assignment due to lateness, make certain that you observe deadlines.

Course Requirements

		<u>Deadline</u>
Final Exam	30%	December 1
Case Study	30%	November 10
Homework	20%	September 15 and October 27
<u>Discussions and Quizzes</u>	<u>20%</u>	
Total	100%	

Grading Scale: Letter grades are assigned to some projects, e.g. the case study. These grades convert to points as follows: A = 3.5 – 4.0; B = 2.5 – 3.4; C = 1.67- 2.4; D = 1.0- 1.67; F = below 1.0.

Final Examination (30%):

Each student will be required to complete a final exam. The exam will be comprehensive and designed to test the student's ability to integrate and synthesize knowledge for the semester. It may be held on line during the last class period. The exam will consist of a series of ethical questions with possibly a case study which the student will answer in essay format.

Case Study and Analysis (30%):

Students will read several cases throughout the course to test and apply their learning. Generally, case studies provide real-world scenarios that have happened, perhaps in another slightly altered or fictionalized form, or could conceivably happen. Cases are intended to stretch students' thinking and imagination regarding ethical dilemmas in the real world. The problem described in this case is then analyzed and addressed to develop lessons regarding ethical conduct, providing an opportunity to apply and connect ethics "theory" to practice.

When it's productive, the case method ties theory to practice and vice-versa, enabling those lessons to be "owned" by the learner. As part of the course requirements each student will prepare an *original* case study. This case must differ from other students' projects in the class and be presented as a two part project: 1. an *original* case study on a topic of interest to him or her accompanied by 2. an analysis or interpretation of the case. This case and its analysis is expected to be no longer than ten pages and follow certain guidelines which will be provided separately. Here are some specific guidelines for developing your case.

1. The case must focus on ethics

For this assignment, the central problem or dilemma at the core of the case study must be ethical in nature. It must concern questions of right vs. wrong, justice, or morality. The problem should be relatively complex in that it could be resolved in a number of equally plausible and defensible ways. No simple answers are acceptable as the obvious, "easy" solutions offer no lessons for us.

2. The ethical problem must concern the public sector

This could involve a conflict of interest, dereliction of duty, personal vs. professional role conflict, malfeasance, whistleblowing, any number of issues commonly found in the public sector today. The problem could derive from your personal experience, a news

clipping or hearsay. It can be fictional or hypothetical so long as it offers lessons about how ethical conduct should occur in the public sector.

3. The problem must not replicate any other student's in the class nor can it replicate any published version
4. It is advisable to center your case on a public sector employee

You should consider personalizing the problem by making the dilemma the responsibility of one or more civil servants or public officials. A particular city planner who risks losing a job through a superior's questionable orders is much easier to identify with than a general, vague scenario. Readers (other students) need to see that the dilemma you describe could conceivably happen to them. How would they react? What course of action might they consider in that situation? Personalizing the case enables us to probe and explore the dilemma more easily and to its fullest extent.

5. Lay out the characters, their beliefs, actions and events leading up to the dilemma

Who did what to whom? How, in what manner, did this happen? Was their background to these events?

Why does a central figure find this a problem? Or don't they see it as a problem until it's too late? What options does he or she have? What are the positives for someone's actions? The negatives? What happens if he does nothing? And so on.

6. Conclude the case with questions

Like many cases we read in this course, questions following the case can lead the reader to what's important. Without providing easy answers, questions draw the reader's attention to particular issues or sides of the problem. As an example, what if Jane's supervisor, Harry, didn't request this action but Harry's supervisor did? What happens if the law and the agency's code of ethics would approve Jane doing X but her personal beliefs and values dictate against this? Naturally, your case questions will depend on the dilemma you've drawn.

7. Analyze the case

While the case lays out the characters, their beliefs, actions and events responsible for the ethical problem, the case analysis interprets or analyzes those events. Consider the case itself as Part I, the analysis as Part II. Because ethical issues in real life are thorny or complex, their complex nature means they **must** be capable of being analyzed from *at least two* – and preferably more perspectives. A case which examines a potential conflict of interest might be viewed and resolved one way when regarded from a utilitarian perspective and in quite a different manner when viewed from a principled perspective. The law may require one course of action; a particular ethics perspective would prescribe another, and so on. The analysis (Part II) will describe how the student sees the case as offering lessons in public service ethics.

Note: while your case questions are developed to draw attention to the lessons you hope your case teaches, you should not feel you must answer any or all discussion questions in Part II. Instead you should focus on the kinds of lessons you'd like to offer.

A Final Note

Under the Introduction to the course I've posted file titled "**Case Study Guidelines PADM 6390**" which has very valuable lessons about constructing and writing this paper. Among them, Gibson (2007) lists several recommendations:

- Make it interesting
- Make it engaging
- Make it short
- Make it incomplete
- Make it demand a decision

Early Case Study Feedback

During the on line session of **October 13th**, students will be given the opportunity to give and receive feedback concerning the quality of their early case study drafts. For a student we shall call "Jane", she will be given a name of the student ("Sam") whose case Jane will review. Sam will be assigned Jane's case. All information concerning the case and the critique as well as any follow-up (e.g. clarifying questions) communication will be conducted on line privately. The only evidence that this feedback has occurred is through written notes to the case writer.

This session will substitute as a Discussion grade for the course. Earned credit however is not automatic. Students must share the written feedback submitted to their partner to the instructor by the deadline date.

For those interested, you may choose to submit an outline or draft of the case study paper to me before the due date should you wish to receive an "early reading." In this way I can make suggestions on how you might want to change your work in order to improve the project.

The case study is due in the eLearn drop box **November 10th** on or before 11:59 PM. The following class will be largely devoted to oral presentations of students' cases.

Technical Format:

- *The case study paper should use the following technical format: Times New Roman, 12 point font, 1" margins from left to right and top to bottom, and double space each line in the paper.*
- *Number all the pages in your paper.*
- *When direct quotes used in the paper are the equivalent of three lines or more, single space and separate them from the main text.*
- *All material – from references, quotations, class textbooks - must be documented using parenthetical or footnote style.*
- *Late projects will automatically be reduced one letter grade for each day they are late (not class period or week).*
- *If the choice of problem derives from a personal work issue, all information – names, etc. – must be made anonymous and fictionalized as much as possible.*

Expectations for Papers (from Stanley, 2010):

Analysis: A sufficient number of ethics and values concepts and theories are used to analyze the situation discussed in the paper;

References: Make sure that any references obtained in preparing the paper are properly documented;

Organization: The main points are stated clearly and arranged in a logical sequence;

Coherence: The development of ideas, arguments and discussion shows consistency and logical connection;

Clarity: The ideas, arguments and discussion shows consistency and logical connection;

Conciseness: The language is direct and to the point, using sufficient space to say exactly what is intended and be readily understood by the reader;

Grammar: The written is in standard American English, with proper sentence structure, syntax, punctuation and spelling;

Drafting: The writing shows evidence of being drafted and revised before submission of the final copy.

Homework (20%):

Cases analyses, reports and discussions of reading assignments will form what I generally refer to as “homework” assignments. These will be turned in through the eLearn drop box and are expected to be brief.

Homework 1: What do newspapers report about ethics or ethical dilemmas in public service? (10 points)

Do you think that ethics dilemmas in government are rare or difficult to find? Think again! Your assignment involves reading various newspaper accounts of possible ethics dilemmas in government. Government can be federal, state, regional or local level. Non non-profit issues, please, unless related to government relationships. You are searching for an article which highlights either an ethical issue/problem or commentary on the current state of ethics in public service. When in doubt, consult the instructor.

Begin several weeks in advance scanning news accounts for such problems. Stick to major national newspapers as much as possible: *Washington Post*, *Los Angeles Times*, *New York Times*, *Wall Street Journal*, etc. although *The Tennessean* is also appropriate for state and local reporting. These references are easily accessible on line but please note: you must rely on traditional newspapers as your reportable source. Avoid community newspapers, *The Onion*, and all non-traditional news accounts, e.g. *Salon*, *Daily Beast*, *Politico*, *The Daily Show*. Admittedly, those venues may lead you to traditional news accounts; just make sure you do not use them for your primary source.

Once you have settled on a good, meaty problem, analyze *why* this satisfies your definition of an ethical dilemma worthy of our attention. In other words,

- justify or explain how this qualifies as an ethical problem in public service. You may rely on class texts for support or derive your own explanation. How is what is reported an ethical dilemma for public administration or public administrators?
- Why is this issue important or worthy of our consideration? What does it teach us?
- And what implications does this problem conceivably pose?

This analysis or commentary on the article is expected to consume no more than a few pages.

The article with your analysis are due in the eLearn drop box **September 15th** on or **before 11:59 PM.**

Homework 2: Profiles in Courage or Wrongdoing (10 points)

This assignment involves another news search but this time students are looking for an *individual public official* – a civil servant, political appointee or elected official - who has taken an ethical stance or failed to do so, “blown the whistle” on wrongdoing, or is otherwise an example of what to do or not to do.

Yes, you can use an individual who has committed an illegal act however more interesting examples are those which have ethical bearing exclusively. Governor Christie and his staff’s closure of the GW Bridge Ft. Lee exit may qualify. The Governor did not order the Ft. Lee closure. His staff did evidently executed this on their own. That they did so is arguably illegal (according to Federal law) but the Governor would in this example not be prosecutable. On the other hand, whether he contributed to a vengeful, hostile climate *is* worthy of ethical deliberation.

Note that whoever you choose, this individual’s acts must be recorded in contemporary news reporting. As a class we will consider these examples after filing and reflect on whether material for Homework 1 was easier to find.

The assignment itself offers the news account and a brief, one to two page account justifying why this individual's acts serve as models for what WE should or should not do. For suitable news sources follow the guidelines above in Homework 1. Homework 2 is due **October 27th** in the eLearn drop box on or **before 11:59 PM**.

Discussions (10%) and Quizzes (10%)

Discussions

Students are expected to be present (albeit asynchronously) during six online discussions as well as in class. While there is much flexibility in terms of when a student participates, participation is expected and excessive absences are strongly discouraged. While all six discussions must be completed, only the top five grades of these discussions will award points to 10% of the final grade.

General criteria used to assess quality of student discussion and overall participation and presentation of material include:

Content Mastery: Students must display an understanding of facts, concepts, and theories presented in the assigned readings and lectures. This ability is the basis for all higher-level skills and must be made evident by classroom comments and/or response to questions.

Communication Skills: Students must be able to inform others in an intelligent manner what she/he knows. Ideas must be communicated clearly and persuasively. Communication skills include listening to others and understanding what they have said, responding appropriately, asking questions in a clear manner, avoiding rambling discourses or class domination, using proper vocabulary pertinent to the discussion, building on the ideas of others, etc.

Synthesis/Integration: Students must illuminate the connections between the material under consideration and other bodies of knowledge. For example, one could take several ideas from the reading or class discussions and combine them to produce a new perspective on an issue, or one could take outside materials and combine them to create new insights. Students who probe the interdisciplinary roots of the theories presented or who are able to view the author or the materials from several viewpoints demonstrate this skill.

Creativity: Students must demonstrate that they have mastered the basic material and have gone on to produce their own insights. A simple repetition of ideas from the articles will not suffice, nor will simply commenting on what others have said. Students must go beyond the obvious by bringing their own beliefs and imagination to bear. Creativity may be displayed by showing further implications of the material, by applying it to a new

field, or by finding new ways of articulating the materials, which produce significant insights.

Valuing: Students should be able to identify the value inherent in the material studied. The underlying assumptions of the author should be identified. Furthermore, students should be able to articulate their own positions by reference to basic underlying values. Students must not simply feel something is wrong or incorrect; they must be able to state why, based on some hierarchy of values. In either accepting or rejecting a position, the operative values must become explicit.

Quizzes

Six quizzes will be offered primarily on line of which the five best quiz grades will comprise 10% of your final grade. Each quiz earns two points, a small figure to be sure, but quizzes are intended to check whether students have learned material and to afford an opportunity for the instructor to give feedback to students.

Classroom Civility:

Appropriate classroom conduct is expected in the course. Some rules for appropriate conduct may be obvious. Respect others' privacy and opinions. Avoid criticism which is neither constructive nor subject-related. Share expert knowledge to elucidate your point.

You are expected to follow all University rules regarding language and behavior, and in all other matters. TSU's Code of Conduct includes discipline for acts of personal misconduct such as lewd, indecent or obscene conduct, damage to University property or others' property or threats of indecent or inappropriate acts. If such conduct occurs through or as a result of participation in an on-line course, it is still subject to the same penalties. Please consult the TSU Code of Conduct and Disciplinary Offenses section in the *TSU Student Handbook* for more complete information.

Please consult *The MPA Student Handbook* online or in print for additional information concerning conduct, advisement, admissions, graduation and the program as a whole.

Academic Integrity

Tennessee State University expects all students to conduct themselves with honesty and integrity. This means that you will not cheat and you will not help others in doing so. Whenever you submit as your own work that which originates from another, whether the other is a published source, a friend, or a paper archive, you commit a serious violation of academic integrity known as plagiarism (Wilde, 2008, p. 4).

The Department reserves the right to discipline students for cheating, plagiarism, fabrication, violation of University rules and otherwise contributing to academic misconduct. As the instructor, I will attach severe penalties to any cheating or plagiarism I discover: this includes assigning a grade of “F” for the course and placing a letter in your student file about the incident. You can be accused of plagiarism after you have completed a course, so you should *never* pass your papers on for others to use.

Remember: a student who provides answers or a paper for another to use is just as guilty of cheating as the user. Consequently, if I discover that your paper, or another similar to it, has been submitted by another student in another class, you can be found guilty of academic misconduct.

Acts of plagiarism warrant special mention. Students are especially warned against ([www.tnstate.edu/11p/promoting academic integrity. htm](http://www.tnstate.edu/11p/promoting_academic_integrity.htm), p. 2):

Copying the work of others on tests or assignments;
“Patchwork” plagiarism where many citations are stitched together (with or without documentation) to the relative exclusion of the student’s work;
Copying without quotation marks and appropriate documentation from original sources;
Paraphrasing factors or ideas of an author without appropriate citation.

This homepage contains a dazzling array of rationales for why plagiarism is not only dishonest, unprofessional and in some cases, prosecutable . Please pay special to the section on “Examples of Plagiarism” Avoid these! The *TSU Undergraduate Catalogue* section on “Academic Misconduct” As the *TSU Student Handbook* makes clear (see p. 16), penalties for plagiarism and other academic dishonesty range from a zero on the assignment to failure in the class.

Special Circumstances

It is not possible to predict special circumstances such as technology failures, university closings due to weather, etc. This is one reason why keeping your contact information up to date with the instructor and the department is important. Please notify the instructor in writing if your phones, addresses or other contact information changes during the semester or, for that matter, as you progress through your academic program. Although this course is conducted on-line some events may require us to contact you using other means.

Also note: The readings, lectures, and class discussion may be supplemented by use of videos and guest “speakers” that do not appear on the schedule.

Note: Following explicit directions are an important aspect of graduate school training. Therefore, it is important that the student follow the stated guidelines in this syllabus throughout the course of this class, because failure to do so can result in point reductions.

Disability Accomodation Statement

- TSU is committed to creating inclusive learning environments and providing all students with opportunities to learn and excel in their course of study. Any student with a disability or condition which might interfere with his/her class performance or attendance may arrange for reasonable accommodations by visiting the Office of Disability Services (ODS). ODS is located in Kean Hall, room 131 and can be reached at 963-7400 or www.tnstate.edu/disabilityservices . You will be required to speak with ODS staff and provide documentation of the need for an accommodation. If you qualify for an accommodation you will be provided with a document stating what type of classroom accommodations are to be made by the instructor. It is your responsibility to give a copy of this document to the instructor **as soon as you receive it**. Accommodations will only be provided **AFTER** the instructor receives the accommodation instructions from ODS; accommodations are not retroactive. You must follow this process for each semester that you require accommodations.

Sexual Misconduct, Domestic/Dating Violence, Stalking

TSU recognizes the importance of providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or is experiencing any of these incidents, there are resources to assist you in the areas of accessing health and counseling services, providing academic and housing accommodations, and making referrals for assistance with legal protective orders and more.

Please be aware that most TSU employees, including faculty and instructors, are “responsible employees”, meaning that they are required to report incidents of sexual violence, domestic/dating violence or stalking. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I have to report the situation, you will still have options about how your situation will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

You are encouraged to contact TSU’s Title IX Coordinator to report any incidents of sexual harassment, sexual violence, domestic/dating violence or stalking. The Title IX coordinator is located in the Office of Equity and Inclusion, McWherter Administration Building, Ste. 260 and can be reached at 963-7494 or 963-7438. For more information about Title IX and TSU’s SART or policies and procedures regarding sexual, domestic/dating violence and stalking please visit: www.tnstate.edu/equity.

If you wish to speak to someone confidentially, who is not required to report, you can contact the TSU Counseling Center, located in the basement of Wilson Hall, at 963-5611 or TSU Student Health Services, located in the Floyd Payne Campus Center room 304, at 963-5084. You may also contact the following off campus resources: Sexual Assault Center of Nashville at 1-800-879-1999 or www.sacenter.org or the Tennessee Coalition to End Domestic & Sexual Violence at 615-386-9406 or www.tncoalition.org .

Harassment and Discrimination

Tennessee State University is firmly committed to compliance with all federal, state and local laws that prohibit harassment and discrimination based on race, color, national origin, gender, age, disability, religion, retaliation, veteran status and other protected categories. TSU will not subject any student to discrimination or harassment and no student shall be excluded from participation in nor denied the benefits of any educational program based on their protected class. If a student believes they have been discriminated against or harassed because of a protected class, they are encouraged to contact the Office of Equity and Inclusion at McWherter Administration Building, Ste. 260, 615-963-7494 or 963-7438, www.tnstate.edu/equity.

This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!

Bowman, James S. and Jonathan P. West. *Public service ethics: individual and institutional responsibilities*. Thousand Oaks, CA, CQ Press, 2015. ISBN: 9781452274133

Additional readings will be assigned throughout the semester to accompany chapters in the required texts for this class. The instructor will provide these additional articles to the students approximately one week before the readings are due in class.

A bibliography for extensive study is supplied in the appendix.

Course Outline*

Bold face dates = on campus class meetings

Italicized dates= on-line class meetings

Date Due	Topic	Assignments
August 25	Module I Introduction Course syllabus and schedule Class activity	
<i>September 1</i>	<i>Module II Foundations of Public Service Ethics</i>	<i>Bowman and West, chapters 1-3 Discussion #1 on line Quiz 1 on line under the Assessments link</i>
September 8	Module III Moral Development Theory	B & W, ch. 4
<i>September 15</i>	<i>Module IV Result and Rule-Based Approaches to Problem-Solving</i>	<i>B & W, ch. 5 Homework 1 is due Discussion #2</i>
September 22	Module V Virtue Theory	B & W, ch. 6 Quiz 2
<i>September 29</i>	<i>Module VI Conscious Deliberation and Sub- conscious Action</i>	<i>B & W, Chapter 7 Discussion 3 Quiz 3</i>
October 6	Module VII Organizational Ethics	B & W, ch. 8 Quiz 4
<i>October 13</i>	<i>Module VIII Corruption Control</i>	<i>B & W, ch. 9 Case Critiques on line (feedback must be submitted for credit)</i>

		<i>Discussion 4</i>
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October 20	Module IX Whistleblowing and whistleblowers	B & W, ch. 10 Quiz 5
<i>October 27</i>	<i>Module X Ethics and Elected Officials</i>	<i>B & W, ch. 11 Discussion 5: The Case of Jeremy Durham Homework 2 is due</i>
November 3	Module XI Organizational Gaming and Performance Measurement	B & W, ch. 12 Quiz 6
<i>November 10</i>	<i>Module XII Two Cases: At-Will Em- ployment and Pay Disclosure</i>	<i>B & W, chs. 13-14 Discussion 6 on Two Cases Case study is due</i>
November 17	Module XIII Emerging Issues Case study presentations in class	B & W, ch. 15
November 24	Fall Break (no class)	
December 1	Final examination	

* Note: this syllabus is subject to change at the discretion of the instructor with advance notice to students.

A Select Bibliography for Ethics in the Public Service

Adams, Guy B. and Danny L. Balfour. Unmasking Administrative Evil. M.E. Sharpe, 2009 (third edition).

Brown, Marvin T. Working Ethics: Strategies For Decision Making and Organizational Responsibility. San Francisco, CA: Jossey-Bass Inc, 1990.

Bruce, Willa M. Classics of Administrative Ethics. New York: Westview P, 2001.

Cox, Raymond W. Ethics and Integrity in Public Administration: Concepts and Cases. M.E. Sharpe, 2009.

Denhardt, Kathryn. The Ethics of Public Service. Greenwood, 1988.

Dobel, J. Patrick. Public Integrity. Johns Hopkins, 2001.

Frederickson, H. George and Richard K. Ghere. Ethics in Public Management. M.E. Sharpe, 2005.

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Menzel, Donald C. Ethics Management fo Public Administrators. M.E. Sharpe, 2007.

Moore, Mark H. and Malcolm K. Sparrow. Ethics in Government: The Moral Challenge of Public Leadership. Englewood Cliffs: Prentice-Hall, 1991.

Rohr, John. Public Service, Ethics and Constitutional Practice. University Press of Kansas, 1999.

Shafritz, Ph.D, Jay M. Essentials of Government Ethics. Ed. Peter Madsen, Ph.D. New York City, NY: Penguin Group, 1992.

Sheeran, Patrick J. Ethics in Public Administration: A Philosophical Approach. Praeger, 1993.

Svara, James. *The Ethics Primer for public administrators in government and nonprofit organizations*. Boston: Jones and Bartlett (second edition), 2015.

Thompson, William N., and James E. Leidlein. Ethics in City Hall. New York: Jones & Bartlett, Incorporated, 2008.

Van Wart, Montgomery. Changing Public Sector Values. New York: Garland, 1998.

Wright, Dale N. Exemplary Public Administrators. Ed. Terry L. Cooper. San Francisco, CA: Jossey-Bass Inc., 1992.