

Important: Read and Refer Often to the Information in This Syllabus!

Political Science 5353 (27157): *Ethics in Public Service*

University of Central Oklahoma (Spring 2018 Syllabus): MWF 11:00 - 11:50 AM

[Prerequisite: POL 1113]

ABOUT THE INSTRUCTOR:

Dr. Brett S. Sharp is a Professor of Public Administration at the University of Central Oklahoma. He has considerable professional and administrative experience in business and government. He received his Ph.D. and Master of Public Administration from the University of Oklahoma and a Bachelor of Science in Political Science/Public Affairs with a minor in Religious Studies from Oklahoma State University. He was the founding Director of Leadership Studies and helped create and implement UCO's fast-growing Leadership Minor. He has done extensive research in leadership and ethics. Dr. Sharp previously taught business ethics at Oklahoma Christian University.

Contact Hours: MWF 10:00-11:00 AM and Wed 7:00-7:30 PM (and by appointment)

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COURSE DESCRIPTION & OBJECTIVES:

This course is designed to give students a framework for understanding the unique ethical dilemmas that face leaders whose work will likely impact the public at large. This class will examine how administrative work is influenced by culture, diversity issues, religion, organizational dynamics, formal rules, professional standards, business and industry standards, bureaucratic restraints, and democratic norms. The role of legislation and regulation will also be examined in its attempt to limit unethical behavior.

Class discussion will be centered around a variety of interesting case studies which illuminate the conflict of values surrounding ethical decisions. Emphasis will also be given to the ethical consequences of policy making decisions such as those affecting the environment and social welfare. A key theme in this course will be the ethical responsibility that leaders must recognize while serving as stewards of the public trust. Ethical concepts and terminology are introduced in an effort to seriously analyze the practical application of ethical practices in the public sector.

TEACHING METHODS/LEARNING EXPERIENCES:

This class depends on active student participation and includes several case studies and other in-class simulations. Classroom questions and discussion are strongly encouraged. Students will attend lectures and classroom experiences which will orient them to basic concepts and information concerning ethics as applied in the modern work environment. Students are responsible, through self-study and reading assignments, to learn relevant ethical concepts and applications.

Students will also write a book report as well as a research paper over a public administration ethical issue. The student is responsible for retaining backup copies of all homework assignments turned in. The student should also be aware that some flexibility is retained in the syllabus to accommodate invited speakers and other learning opportunities. **Students should also regularly check their UCO email accounts for any class announcements.**

Course Schedule - Spring 2018

Week	Monday	Wednesday	Friday
Jan 8 Jan 12	Intentionality of Evil/ Introductions	Overview/Syllabus Review and Course Orientation/Case Scheduling	Introduction to Ethical Terms/Case Scheduling (continued) (Sharp, Aguirre & Kickham, Chap. 1)
Jan 15- Jan 19	<i>Martin Luther King Day</i>	Bureaucratization of the World/ Rationality/Politics-Administration Dichotomy	Video: <i>Stopwatch</i>
Jan 22- Jan 26	Case Presentations <u>RSA Animate: Jeremy Rifkin/ Empathic Civilization</u>	Kohlberg's Stages of Moral Development/ Carol Gilligan's Response/Gender Ethics (Sharp, Aguirre & Kickham, Chap. 2)	Case Presentations (Sharp & Housel)
Jan 29- Feb 2	Levels of Ethical Reflection/ Rawl's Veil of Ignorance (Sharp, et al, Chap. 3)	Administrative Evil, Dynamics & Framework (Adams, pp. xiii-38)	Case Presentations Modernity/Rationality/Traditional, Modern/Postmodern Ethics
Feb 5- Feb 9	Context of Administrative Ethics Administrative Responsibility/ Objective/Subjective Responsibility Moral Reasoning Components	Mapping the Brain/Ethical Decision Making Readings Discussion (Wright; Wagner; Sobel; Andre & Velasquez; Hayden; and Johnson)	Case Presentations (Adams, pp. 39-56) Draft of Research Paper Due
Feb 12- Feb 16	Administrative Evil Unmasked/ Administering the Holocaust/ Individual Responsibility	Pareto Criterion/Milgram's Experiments (Sharp, et al, Chap. 4)	Case Presentations
Feb 19- Feb 23	Video: <i>Nuremberg</i>	Rules and Regulations/ Video: <i>Andy Griffith Show</i> (Sharp, et al, Chap. 5)	Case Presentations (Sharp, et al, Chap. 6)
Feb 26- Mar 2	Administrative Evil Masked/Nazis in NASA/Organizational Dynamics/Ethics of Objectivism (Adams, pp. 57-79)	Time/Pressures/ Space ShuttlesChallenger/Columbia Disasters/Groupthink (Adams 80-197)	Case Presentations (Sharp, et al, Chap. 7)
Mar 5- Mar 9	Conflicts of Interest/Conflicts of Responsibility External Controls/ Codes of Ethics Internal Controls	In-Class Case Study (Ethics Movie) Reaction Paper Due	In-Class Case Study (Ethics Movie) (Sharp, et al, Chap. 8)
Mar 12- Mar 16	In-Class Case Study (Ethics Movie) (Sharp, et al, Chap. 9)	Midterm Exam	Case Presentations (Sharp, et al, Chap. 10)
Mar 19- Mar 23	<i>Spring Break</i>		
Mar 26- Mar 30	Ethical Organizational Structure & Culture/Norms/Organizational Pressure/ Agentic Shift	College of Liberal Arts Student Symposium	Case Presentations (Sharp, et al, Chap. 11)
Apr 2- Apr 6	Whistleblowing/Model of Responsible Administration	No Win Situations/Hobson's/Sophie's Choice/Flynn Effect/Video: <i>KM Scenario</i>	NCUR 2018
Apr 9- Apr 13	Challenges of Diversity/Claremore Incident Video and Discussion	Abilene Paradox	Case Presentations (Sharp, et al, Chap. 12)
Apr 16- Apr 20	Case Presentations (Sharp, et al, Chap. 13)	Case Presentations (Sharp, et al, Chap. 14)	In-Class Case Study (Ethics Movie) (Sharp, et al, Chap. 15)
Apr 23- Apr 27	In-Class Case Study (Ethics Movie)	In-Class Case Study (Ethics Movie)	Course Wrap-Up Research Paper Due
Final Exam - Monday, April 30, 11:00 AM - 12:50 PM			

READINGS

- Adams, Guy B. & Balfour, Danny L. (2015). *Unmasking Administrative Evil* (4th Ed.). M.E. Sharpe: Armonk, New York (ISBN: 978-07656-4291-2). [Required]
- Sharp, Aguirre, and Kickham (2017). *Managing in the Public Sector: A Casebook in Ethics and Leadership* (2nd Ed.). Routledge (ISBN: 978-1-138-68479-9). [Required]
- Andre, Claire & Velasquez, Manuel. (1989). "Unmasking the Motives of the Good Samaritan." *Issues in Ethics, 2.1*. [Required: Available at <http://www.scu.edu/ethics/publications/iie/v2n1/samaritan.html>]
- Hayden, Thomas. (2005, June 13). "Why We Need Nosy Parkers: Busybodies, It Turns Out, May Help Us Coexist" *U.S. News & World Report*. [Required: Available at Chambers Library databases]
- Johnson, Steven. (2004, May). "Antonio Damasio's Theory of Thinking Faster and Faster: Are the Brain's Emotional Circuits Hardwired for Speed?" *Discover, 25.5*. [Required: Available at <http://discovermagazine.com/2004/may/thinking-faster>]
- Sharp, Brett S. and Housel, Steve. (2004, March). "Ghosts in the Bureaucratic Machine: Resurrecting the Principles of Administration in the Oklahoma Health Department." *American Review of Public Administration, 34.1*, 20-35. [Required: Available at Chambers Library databases]
- Sobel, Rachel K. (2001, November 12). "Mind in a Mirror: Mapping Morality, Awareness, and 'Self' in the Brain." *U.S. News & World Report*. [Required: Available at Chambers Library databases]
- Wagner, Neil. (2012, March 4). "Are Rich People More Ethical?" *The Atlantic*. [Required: Available at <http://www.theatlantic.com/health/archive/2012/03/are-rich-people-more-ethical/254689>]
- Wright, Robert. (2013, November). "Why Can't We All Get Along? The Uncertain Basis of Biological Morality." *The Atlantic*. [Required: Available at <http://www.theatlantic.com/magazine/archive/2013/11/why-we-fightand-can-we-stop/309525/>]

EVALUATION METHODS AND GRADING

Instructor will determine course grades using the following scale:

90 -100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
0 - 59	=	F

Grading components include:

Class Participation	10%
Case Presentations	15%
Reaction Paper	15%
Mid-Term Exam	15%
Research Paper	20%
Final Exam	25%

CLASS ATTENDANCE & PARTICIPATION

Attendance has its privileges. Class attendance is an important part of succeeding in this class and is expected of all students. Class time provides an opportunity for you to ask questions, clarify issues, and deepen your understanding of the concepts covered in the text. If you are absent, you are responsible for getting any notes, assignments, and schedule changes made on that day. If you come in late, you are responsible for seeing that the attendance record is correct. **Above and beyond the expected class attendance, students are required to complete the readings as assigned (see course schedule) prior to the beginning of the class period. Demonstrated mastery of the assigned readings through class discussion is necessary to earn full participation points.**

CASE PRESENTATIONS

Each student will select two (2) cases from the *Managing in the Public Sector* textbook. The student will then prepare a 2-3 page written summary and analysis of each case using the IRAC method as a guide (see p. 14). These case analyses should include 2-3 questions to be posed to the rest of the class in order to stimulate class discussion. These questions do not need to duplicate the discussion questions in the textbook. The case presentation will be presented to the rest of the class according to the schedule outlined in the syllabus and as arranged with the instructor. Students will be allowed about 15 minutes for their presentation and subsequent class discussion. PowerPoints and Prezis welcome. Dates and in-class time for presentation may be compressed or re-arranged by instructor if circumstances warrant (e.g. weather, students dropping course, invited speakers, etc.). Case presentations will be graded on presentation, analysis, and discussion.

REACTION PAPER

Write a 4-5 page, double-spaced, typewritten report over Adams & Balfour's book, *Unmasking Administrative Evil*. Your report should be in the form of an essay which includes a concise summary and more extensive analysis of the book. As part of your analysis, answer the following questions *within the text* of your report:

1. What is the purpose of this book and its central thesis (philosophy or perspective)?
2. Does the book achieve its goals?
3. What is the method or approach used by the authors to reach their conclusions? Is the approach clearly specified so that its validity can be determined?
4. Are the conclusions credible?
5. What are the implications for the ethical practice of public administration?
6. What are the primary strengths and weaknesses of the book?
7. Would you recommend this book to someone interested in administrative ethics? Why or why not? **(Due 3/7/2018)**

EXTRA CREDIT

Students may earn extra credit points by attending and/or participating in the Liberal Arts Student Symposium or NCUR 2018. Other extra credit assignments, if any, will be announced in class and offered to all students. A maximum amount of 5 percentage points of the total grade will be allowed for extra credit *if offered*.

REQUIREMENTS FOR RESEARCH PAPER

Each student will write a 25-30 page, double-spaced paper for this course. You will choose as your topic some issue that directly relates to the application of ethics in an Oklahoma public administration setting. While you must cite sufficient references to make your paper convincing, this assignment requires a *minimum* of ten references of which at least five (5) must come from refereed journals. Students should follow the author/date style convention outlined in *Chicago Manual of Style* (Documentation II). The assigned article by Sharp & Housel should be used as a model for this paper. The first draft of the research paper (title page with topic, introductory 2-3 pages including thesis statement, and preliminary list of references) is due at the beginning of class, Friday, February 9. The final version should be submitted to the course D2L DropBox before 11:59 p.m. on Thursday, April 26 and a hard copy is due at the beginning of class, Friday, April 27. Papers graded on topic selection, format, grammar, originality, content, analysis, and research documentation/quality. **Please refer to the discussion of plagiarism in the *Academic Integrity Statement* and to the *UCO Student Information Sheet and Syllabus Attachment* (available at: <http://www.uco.edu/academic-affairs/>).**

EXAMINATIONS

There will be two exams during the semester. Both exams will be comprised of **essay**, short answer, and/or multiple choice questions. The final exam will be comprehensive. Make-up examinations will not be offered except for documented emergencies. Even then, an alternate form of the examination will likely be substituted. Make-up examinations will not benefit from positive adjustments to scores from the originally scheduled administration of the test. In case of school cancellation due to weather or other reasons during the scheduled time for the final exam, university policy will be followed in the assigning of grades, which in the past has included the professor's best judgment to what the student has earned up until that point. Therefore, depending upon the final exam to make up for previously poor grades is *not* in your best interest.

ACADEMIC HONESTY

Cheating = Failure (please refer to attached Political Science Department's *Academic Integrity Statement* and the University's *Student Information Sheet and Syllabus Attachment* available at: <http://www.uco.edu/academic-affairs/>). Cheating is unacceptable conduct and will result in an automatic grade of "F" for the course, and be reported to the UCO Office of Student Conduct. Students are required to do all of the work for this class on their own. Copying answers to exercises or examinations from anyone constitutes cheating. Allowing another student to copy one's answers will be treated as cheating. A student may discuss exercises and case briefs with others before preparing his or her own answers, but answers must be each student's own work product. Consulting with instructor about any assignment does not constitute cheating and is encouraged.

Turnitin.com Plagiarism Syllabus Statement: UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments.

Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be used by your faculty instructor during the terms of the semesters. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

The Political Science Department of the University of Central Oklahoma is asking all students taking political science courses to read the following *Academic Integrity Statement*. Our purpose in doing so is to ensure that all our students are aware of what is improper academic behavior.

Academic Integrity Statement

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The Political Science Department expects that its students will conduct themselves honestly. This means, above all, that students submit for credit work that is the product of their own efforts. Principles of academic integrity require that all dishonest work be rejected as a basis for academic credit, and that students refrain from any and all forms of dishonorable conduct in the course of their academic work.

The examples and definitions given below are intended to clarify the standards by which academic honesty and integrity is judged. The list is merely illustrative of some of the more common infractions. It is not intended to be exhaustive. Any question a student has about what constitutes inappropriate behavior should be directed towards their instructor. The rule of thumb to follow is: If in doubt, ASK!

Definitions and Examples

Plagiarism - Plagiarism is presenting another person's work as one's own. Plagiarism includes not only the exact use of another's words, word for word, but also the paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility. In case of doubt, give a citation of the author you are using. Failure to indicate the extent and nature of one's reliance on other sources is plagiarism. A plagiarized paper will result in a failing grade on the work in question, and perhaps, for the entire course.

Cheating on Examinations - Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include texting; accessing the web; using notes, textbooks, or "crib sheets" during an examination (unless receiving instructor approval), or sharing information with another student either during or after an examination.

Falsification - It is a violation of academic honesty to misrepresent material or to fabricate information in an academic exercise or assignment (e.g. false or misleading citation of sources, the falsification of the results of experiments or of computer data).

Multiple Submissions - It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor to whom the material is being submitted the second time.

The Political Science Department and the Leadership Minor Advisory Committee are committed to furthering the academic mission, vision, goals, values, and philosophy of the University community as outlined in its Academic Mission/Vision 2009. See: <http://www.uco.edu/academicaffairs/MissionVision2009.pdf>

This course directly incorporates the following Transformative Learning Goals:

Discipline Knowledge – of governmental, political, and administrative organizations by a thorough review of ethical behavior by leaders and key decision makers.

Leadership – by examining the leadership styles and challenges faced by a variety of political and administrative leaders as well as leadership behaviors of ordinary citizens.

Research, Scholarly and Creative Activities – by requiring the critical analysis of current ethical, political, social, administrative, and economic issues confronting people in workplace and educational settings, and demonstrating the written ability to integrate course material on essay questions, book reviews, and research papers.

Service Learning and Civic Engagement Activities – by acquiring the knowledge to become an informed voter, ethically aware citizen, and the motivation to become an active participant in one's community.

Global and Cultural Competencies – by examining the ways in which ethically aware individuals can relate with those who may have contrasting value systems and for incorporating into their own value system an appreciation of the value of diversity and broad knowledge of global issues and challenges.

Ethics Case Presentation Schedule

Day	Student Name	Case Number
Monday January 22		
Friday January 26		
Friday, February 2		
Friday, February 9		
Friday February 16		
Friday February 23		
Friday March 2		
Friday- Mar 16		
Friday Mar 30		
Friday April 13		

Monday April 10		
Friday April 14		
Monday April 17		
Wednesday, April 19		