

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Summer 7-1-2010

PSC 595.02: Ethics in Public Administration

Jesse Munro

The University Of Montana, jesse.munro@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Munro, Jesse, "PSC 595.02: Ethics in Public Administration" (2010). *University of Montana Course Syllabi*. 6053.

<https://scholarworks.umt.edu/syllabi/6053>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Political Science 595
Ethics in Public Administration

Prof. Jesse Munro
Phone 406-431-0047
E-Mail: jesse.munro@umontana.edu

Office: Corbin 252
Office Hours: W 7-9 pm or by appointment
Class Location: On-line

Course Description:

This course introduces students to the issue of ethics in public administration. It is suggested that every public servant has a moral obligation to strive for excellence in the performance of their public duties. The question is, should this moral obligation also involve one's personal life? This course focuses on developing an understanding of ethics and applying that understanding to work-life situations. The course introduces the concepts of ethics and morals; integrity; compromise; ethical citizenship and civic virtue. All of these concepts are essential when discussing the ethical challenges in public service.

This course provides a basis for developing an understanding and applying the theories of ethics to the role of a public administrator. The course is designed in a series of phases. Phase 1 introduces the student to ethics and approaches to studying ethics. Phase 2 introduces the student to integrity and compromise. Phase 3 introduces the student to civic virtue and the public administrator as a citizen administrator. All three phases are integral to the study of Ethics in Public Administration.

Course Objectives:

1. To acquire substantive knowledge and understanding of the theories of ethics, compromise, and integrity and their importance to the field of public administration.
2. To develop the ability to recognize and apply this understanding to relevant issues and situations facing public managers in their daily operations.

Required Textbooks:

Practical Ethics in Public Administration, Dean Geuras and Charles Garofalo,
Management Concepts, ISBN: 1-56726-161-2

Splitting the Difference, Martin Benjamin, University of Kansas Press, ISBN: 0-7006-0455-3

All other assigned readings will be provided in **Course Materials** on the Blackboard for this course.

Course Requirements:

Learning Units must be completed each Wednesday night by 7 pm (MST). Students are required to read the mini-lectures, all assigned readings, participate on the discussion board, and complete all writing assignments by the established times. Learning Units provide “*Learning Points*” based on what the instructor and authors are trying to emphasize as key elements for the student to learn and understand. These are not to be considered all-inclusive and the student is responsible for utilizing these “*Learning Points*” in conjunction with the readings in developing their understanding.

All time requirements for discussion board answers, papers, and projects will be based on Mountain Standard Time and are considered due by 7:00 pm MST each Wednesday. The instructor will be online reviewing student responses to discussion board questions each Wednesday night from 7 to 9 pm (MST).

Course Grading and Assessment:

Four writing assignments are required. The four assignments are short writing assignments and are to be three-to-five pages in length. The specific length requirement is identified in each assignment. The assignments are to be double-spaced (12-font Times New Roman) with one inch margins all around. **You may not use first person or contractions in writing the papers.** Place your name on the first page in the upper left hand corner. Students are required to follow the instructions contained in the relevant Learning Unit for each assignment. Refer to Learning Unit 1 for writing assignment requirements.

Writing assignments shall be e-mailed to me at jesse.munro@umontana.edu no later than the date due prior to 7:00 pm MST. If you are going to be late with an assignment, please let me know in advance of the due date and time.

A listing of **Writing Assignments** and **Due Dates** is available to you under **Assignments** on the Course Menu for this course. There is an abbreviated list of due dates at the end of this syllabus.

Sources for Writing Assignments: Students are encouraged to utilize sources provided in and through the Mansfield Library.

Grading will be based on your Discussion Board Responses and writing assignments. Writing Assignments 1 – 4 are worth 50 points each. Discussion Board responses are worth 100 points for the semester, for a total of 300 points. The Discussion Board requires **active student participation** which means that the student engage in a week long discussion regarding the topic for the week incorporating the questions presented. Discussion Board points will be available at the end of the semester. If you are curious as to how you are doing on your Discussion Board questions during the semester, you may call or email the instructor.

Grades will be determined on the following scale:

A =	279-300	C =	219-230
A- =	270-278	C- =	210-218
B+ =	261-269	D+ =	201-209
B =	249-260	D =	189-200
B- =	240-248	D- =	180-188
C+ =	231-239	F =	0-179

Writing assignments received will be graded based on the following rubric:

Criteria for Grading

Writing Assignments 1 - 5

	D-	C-	B-	A-	A	
1. Thoroughness of answer	1	2	3	4	5	X3=
2. Sophistication of analysis/understanding	1	2	3	4	5	X3=
3. Organization & logical development	1	2	3	4	5	X3=
4. Clarity of expression	1	2	3	4	5	X1=
5. Grammar and punctuation	See Below					

1. Thoroughness of answer. The best essays address a theme or thesis thoroughly and with sufficient detail to demonstrate that the subject is fully understood.

2. Sophistication of analysis. In the best essays, the author does much more than just explain or describe. He or she demonstrates having thought about the subject in depth. The subject is analyzed from many angles and assessed critically.

3. Organization and logical development. The best essays show evidence of prior planning as if they have been outlined in advance. They have a purpose or theme which is introduced in the introduction, developed in the body of the essay and returned to in the conclusion. Paragraphs are well constructed and are linked to each other in a logical sequence using transitional sentences. Arguments, examples, facts, opinions, and details explain the main point and lend credibility to each point being developed.

4. Clarity of expression. In the best essays, words are chosen carefully and sentences are constructed purposefully so that each point the author makes is expressed as exactly, precisely, and clearly as possible.

5. Grammar, punctuation, and spelling. The best essays are characterized by consistently correct grammar, punctuation, and spelling. Verbs agree with their subjects. There are no single-sentence paragraphs, sentence fragments, or run-on sentences.

One point will be subtracted for each occurrence of the following:

- single sentence paragraph

- verb-subject disagreement
- sentence fragment (incomplete sentence)
- run-on sentence
- contractions
- misspelling

This is a graduate level course and assignments and Discussion Board participation should reflect a graduate level of thought and effort. Assignments will be assessed (graded) based on your presentation of your knowledge and understanding of the concepts being presented. This includes your ability to interpret, comprehend, analyze, apply and explain these concepts. Have you grasped what the readings and mini-lectures have presented and can you apply it?

Discussion Board Questions will be assessed based on your response: 1) does it address the question asked; 2) does the response reflect an understanding of the concept or question; and 3) is it based not only on what you have been presented, but also includes insights that you have and can justify. (See the grading rubric below)

The Discussion Board provides each student with the opportunity for self-assessment. **By reading others responses and discussing the topic with them on the Discussion Board, you can assess your understanding.** The Discussion Board provides instant feed-back between students and between students and the instructor.

To reiterate, the Discussion Board involves **active student participation**, which means that the student engage in a week long discussion with other students regarding the topic for the week and incorporating the questions presented. In other words, you should enter the site more than once reviewing other student responses and responding when necessary. Your discussion should address the questions presented, but is not limited to those questions. You may discuss any issues related to the Learning Unit. Refer to Learning Unit 1 for Discussion Board requirements.

Discussion Board responses will be graded based on the following rubric:

One (1) Point	Two (2) Points	Three to Four (3 to 4) Points
Student responds once to the question asked, but response is: A) not fully supported by analysis of readings, lecture, or other sources; B) address the topic but lacks insight.	Student responds once to the question asked and response is: A) supported by an analysis of the readings, lecture, or other sources; B) addresses the topic; C) reflects an understanding of the concept or question; and is based not only on what the student has been presented, but includes insights that have and can justify.	Student response is supported by analysis of the readings, lecture, or other sources. Student initiates a new thread of thought or application to real life experience or thought. Student responses have been posted throughout the week and the postings: A) address the topic;

		B) reflect an understanding of the concept or question; C) is based not only on what the student has been presented, but includes insights that they have and can justify.
--	--	--

Office Hours and Availability

You may contact me at anytime regarding the course. I will be online every Wednesday evening from 7pm – 9pm; I will be on-line during these hours reviewing responses, asking questions, and making comments and suggestions, if necessary. You are welcome to join me online during that time if you wish...it is not mandatory. You may call or email me at anytime during any of these hours. The key is, in reality, you may contact me anytime you so desire, not just during those hours. I will also be available to you by appointment. My office is located in 252 Corbin Hall.

Phone: You may **contact me via phone at 406-431-0047 at anytime**. This is my cell phone number and I have it on 24/7. If I do not answer, you may leave a message and I will call you back as soon as possible. Remember, that I am teaching other classes.

Email: You may **email me at anytime** at jesse.munro@umontana.edu. I will make every effort to respond within 24 hours of receiving your email. The only time it may take longer to respond is if you email me on a weekend. If I do not have access to the internet, it may be Monday before I respond to you.

Again, I want to reiterate...**do not hesitate** to call, email, or drop by the office. I am here to enhance your learning experience.

Other Student Resources

There are other resources available to you on the Blackboard. At the top-left you will notice there is a link to the UM Mansfield Library. You may also go to the UM website and click on "libraries." If you need assistance navigating through the Blackboard, you can click on the BB Tutorials tab next to the Mansfield Library tab. If you need ADA assistance in taking this course, you may contact the University of Montana Disability Services for Students at their website <http://life.umt.edu/dss> or email them at dss@umontana.edu. Students taking this course are expected to do so under the provisions set forth in the UM Student Conduct Code. You can review the SCC by visiting the website at <http://life.umt.edu/VPSA/name/StudentConductCode>. There is one new service available to you through **The Writing Center**...they now offer free one-on-one online tutoring “to all students seeking to become more effective writers. You can email them at onlinetutoring@umontana.edu or point your browser to <http://www.umt.edu/writingcenter>.

Weekly Assignments

Learning Unit 1 (Due 26 May 2010) Introduction to Ethics

Read the mini-lecture, complete the assigned readings, and respond to the Discussion Board Questions.

Assigned Readings:

Practical Ethics in Public Administration, Dean Geuras and Charles Garofalo, Chapter 1 and 2, pages 1-42.

Reading 1 (Course Materials)

Learning Unit 2 (Due 02 June 2010) Ethics and Approaches to Studying Ethics

Read the mini-lecture, complete the assigned readings, respond to the Discussion Board questions, and complete Writing Assignment 1.

Assigned Readings:

Practical Ethics in Public Administration, Dean Geuras and Charles Garofalo, Chapters 3 and 4, pages 43-96

Reading 2 and 3 (Course Materials)

Writing Assignment 1:

Writing Assignment 1 – Due Today

Learning Unit 3 (Due 9 June 2010) Introduction and Meanings of Compromise

Read the mini-lecture, complete the assigned readings, and respond to the Discussion Board questions.

Assigned Readings:

Practical Ethics in Public Administration, Dean Geuras and Charles Garofalo, Chapters 5 and 6, pages 97-144.

Splitting the Difference: Compromise and Integrity in Ethics and Politics, Martin Benjamin, Chapters 1 and 2, pages 4-45.

Learning Unit 4 (Due 16 June 2010) Decision Making and the Triad of Integrity

Read the mini-lecture, complete the assigned reading, respond to the Discussion Board questions, and complete Writing Assignment 2.

Assigned Readings:

Practical Ethics in Public Administration, Dean Geuras and Charles Garofalo, Chapter 7, pages 145-162

Splitting the Difference: Compromise and Integrity in Ethics and Politics, Martin Benjamin, Chapters 3 pages 46-74.

Writing Assignment:

Writing Assignment 2 – Due Today

Learning Unit 5 (Due 23 June 2010) Analyzing Problems and Ethical Theory

Read the mini-lecture, complete the assigned readings, and respond to the Discussion Board questions.

Assigned Readings:

Practical Ethics in Public Administration, Dean Geuras and Charles Garofalo, Chapter 8, pages 163-192.

Splitting the Difference: Compromise and Integrity in Ethics and Politics, Martin Benjamin, Chapters 4 pages 75-106.

Learning Unit 6 (Due 30 June 2010) Ethical Style and Judgment in Compromise

Read the mini-lecture, complete the assigned readings, and respond to the Discussion Board questions.

Assigned Readings:

Practical Ethics in Public Administration, Dean Geuras and Charles Garofalo, Chapter 9, pages 193-232.

Splitting the Difference: Compromise and Integrity in Ethics and Politics, Martin Benjamin, Chapters 5 pages 107-138.

Learning Unit 7 (Due 07 July 2010) Ethical Conflict, Compromise and Integrity

Read the mini-lecture, complete the assigned readings, and respond to the discussion Board questions.

Assigned Readings:

Practical Ethics in Public Administration, Dean Geuras and Charles Garofalo, Chapter 10, pages 233-250.

Splitting the Difference: Compromise and Integrity in Ethics and Politics, Martin Benjamin, Chapters 6 pages 139-174.

Learning Unit 8 (Due 14 July 2010) Leadership and the Eclipse of Citizenship

Read the mini-lecture, complete the assigned readings, respond to the Discussion Board questions and complete Writing Assignment 3.

Assigned Readings:

Practical Ethics in Public Administration, Dean Geuras and Charles Garofalo, Chapter 11, pages 251-276.

Writing Assignment:

Writing Assignment 3 – Due Today

Learning Unit 9 (Due 21 July 2010) Public Administrator as Virtuous Citizen

Read the mini-lecture, complete the assigned readings, and respond to the Discussion Board questions.

Assigned Readings:

Practical Ethics in Public Administration, Dean Geuras and Charles Garofalo, Chapters 12 and 13, pages 277-330.

Reading 4 (Course Materials).

Learning Unit 10 (Due 28 July 2010) Obligations and Common Attitudes in Ethics

Read the mini-lecture, complete the assigned readings, respond to the Discussion Board questions and complete Writing Assignment 4.

Assigned Readings:

Practical Ethics in Public Administration, Dean Geuras and Charles Garofalo, Chapter 14, pages 331-342.

Writing Assignment:

Writing Assignment 4 – Due Today