Instructor: Lynita Newswander
Office Hours: TBA
Phone: 209-985-8113
Email: Lynita.Newswander@usd.edu

**Required Texts:**
*Any edition of the texts below are acceptable. In many cases, you can find older editions for substantially less.*


Additional readings posted on D2L.

**Required Films:**

**Technology Requirements:**
Course Description:
In this course we will study selected contributions in political theory, explore how they contribute to an analysis of public policy, and consider the implications they present for ethical frameworks in public administration. Various approaches to ethical reasoning will be compared and contrasted with an eye toward developing a workable framework of administrative ethics. Additionally, we will consider the extent to which situational factors in organizational settings can influence the ethical behavior of individuals. Finally, we will explore prominent theories of justice and their application to controversial public policy issues in contemporary America.

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<th>Learning Objectives</th>
<th>Measurement Tools</th>
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| 1. Identify, compare, and contrast major currents of thought in the Western intellectual tradition; and describe the significance of each with respect to administrative practice. | • First examination  
• Homework assignments  
• Discussion thread entries |
| 2. Identify, compare, and contrast the three principal approaches to ethics; and describe their application to administrative practice. | • Second examination  
• Homework assignments  
• Discussion thread entries |
| 3. Identify situational factors in organizations that lend themselves to ethical failures in administrative practice, and describe strategies to resist their influence. | • Second examination  
• Homework assignments  
• Discussion thread entries |
| 4. Identify, compare, and contrast various conceptions of justice, and describe the significance of each with respect to public policy analysis. | • Third examination  
• Homework assignments  
• Discussion thread entries |
| 5. Demonstrate an ability to reflect upon and articulate a philosophical approach to public administrative practice. | • Administrative practice essay |

COURSE REQUIREMENTS:
Weekly discussion participation: 30%  
Examinations (3): 40%  
Administrative Practice Essay: 30%

• Weekly discussion participation will account for 30% of the grade in this course.

At the beginning of this course, you will be assigned to a “learning team” consisting of yourself and 2 or 3 of your classmates. The purpose of the learning team is to provide mutual peer support and discussion forums to facilitate student learning. These teams are made up of fellow learners with whom you should try out new ideas, engage in lively debate, seek support, and render assistance. Each learning team will be assigned a discussion board in D2L as ‘space’ in which
the members will participate in discussing course concepts, assigned material from the texts, supplemental readings, and other sources. There will be a total of 10 discussion board topics for which you will be evaluated over the course of the semester. Students should make an initial posting by each FRIDAY at midnight, and respond substantively to at least 2 other students by each SUNDAY at midnight. Each discussion board topic is worth a maximum of 3 points, and will be evaluated according to the following criteria:

**Discussion Participation Rubric**

| Comments are substantive with formal spelling and punctuation and are posted by the deadline | 1 point |
| Comments respond to instructor prompts and/or peer feedback | 2 points |
| **Total** | **3 points** |

**The three examinations will account for 40% of the grade in this course.** The three examinations will consist of short essay questions covering the material assigned for the six topics of the course. The examinations will be made available for download through the D2L Content page 60 hours before the submission deadlines for each respective examination (see course schedule below). The examinations should be submitted through the D2L Drop-Box.

**The administrative practice essay will account for 30% of the grade in this course.** At the conclusion of this course, each student will be required to write an administrative practice essay that effectively utilizes the course concepts in addressing the following topic:

- Describe how you (or another person) resolved an ethical dilemma that you (or another person) faced in an administrative context. Which approach to administrative ethics seems most useful in explaining how this dilemma was resolved? What elements of the situation are important to understanding how you (or others) responded to this dilemma? Do you find the resolution of this dilemma satisfying? Why or why not?

The administrative practice essay should be between 5 and 8 double-spaced pages in length, effectively incorporate the relevant course concepts, use APA citation style where appropriate, in Word, and utilize good prose and grammar. The completed essay should be submitted through the D2L Drop-Box, and is due by midnight on April 29.

**Expectations:**

**Students**

Students will be expected to understand the course syllabus and follow the course schedule. Students are expected to keep up on the readings and assignments must be completed on time. If there is an emergency or conflict with the schedule, students must contact the instructor prior to any scheduling issue. Participation is absolutely necessary, especially in an on-line course and therefore students should be willing to voice their opinions in an appropriate manner.
Late assignments will be docked 10% immediately after the due date has passed, and 20% after the assignment is one week past due. Assignments more than 2 weeks late will not receive any credit. Students will NOT be able to make up discussion grades once the discussion period has closed.

In addition, students should familiarize themselves with the CE Online Orientation that can be accessed from this link: http://www.usd.edu/ce/Orientation.pdf. Please take advantage of the technical and student support services that the Division of Continuing Education provides.

**Instructor**
The instructor will be accessible to students through email, office calls, and discussion boards. All phone calls and emails will be replied within 48 hours. The instructor will also provide timely feedback on all examinations and assignments via email within two weeks from the end of the week the assignment was due and strive to provide the best educational environment.

**Course Policies:**
**Student Disability**
If you are a student with special needs or circumstances and need extra accommodation, please make an appointment with me as soon as possible and contact the Office of Disability Services. For additional information, please contact:

Ernetta L. Fox, Director  
Disability Services  
Room 119 Service Center  
605-677-6389  
http://www.usd.edu/ds/  
dservices@usd.edu

**Academic Dishonesty**
Students are expected not to engage in any aspect or form of academic dishonesty. Any cheating or plagiarism will not be tolerated. At the discretion of the instructor, a student caught engaging in academic dishonesty may be:

- given a zero for the assignment  
- allowed to rewrite and resubmit the assignment for credit  
- assigned a reduced grade for the course  
- dropped from the course  
- failed in the course

**Freedom in Learning**
Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
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<tr>
<th>Week beginning</th>
<th>Readings covered</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>January 8</td>
<td>Introduction to the course; watch the film Gone Baby, Gone.</td>
<td>Review syllabus; post to the introductions board</td>
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<tr>
<td>January 22</td>
<td>Scott, <em>Seeing Like a State</em> excerpts; Berlin, “The Pursuit of the Ideal”; Spicer, <em>Public Administration and the State</em> excerpts (available on D2L)</td>
<td>Discussion board 2</td>
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<td>February 5</td>
<td>Spicer, chapters 5-8</td>
<td>Discussion board 4</td>
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<td>February 12</td>
<td>None, review</td>
<td>Exam 1 posted Feb 16, due Feb 18</td>
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<td>February 19</td>
<td>Svara, <em>Ethics Primer</em></td>
<td>Discussion board 5</td>
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<td>Spring Break</td>
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<td>March 12</td>
<td>Begin Zimbardo, <em>The Lucifer Effect</em>; (note that you have two week for this assignment)</td>
<td>Discussion board 7</td>
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<tr>
<td>March 19</td>
<td>Finish Zimbardo, <em>The Lucifer Effect</em>;</td>
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<td>March 26</td>
<td>Arendt, <em>Eichmann in Jerusalem</em> excerpts; Adams and Balfour, <em>Unmasking Administrative Evil</em></td>
<td>Discussion board 8</td>
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<tr>
<td>April 2</td>
<td>None, review</td>
<td>Exam 2 posted Apr 6, due Apr 8</td>
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<td>April 9</td>
<td>Rawls, <em>A Theory of Justice</em> excerpt; Sandel, <em>Liberalism and the Limits of Justice</em> excerpt (available on D2L)</td>
<td>Discussion board 9</td>
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<tr>
<td>April 16</td>
<td>Declaration of Independence of the Thirteen Colonies; Declaration of the Rights of Man and the Citizen; Universal Declaration of Human Rights; Bentham, Critique of the Doctrine of Inalienable Rights; Letter from Birmingham Jail.</td>
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<tr>
<td>April 23</td>
<td>None, work on Administrative Essay</td>
<td>Essay due April 29</td>
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<tr>
<td>April 30</td>
<td>Review for Exam 3</td>
<td>Exam 3 posted May 2, due May 4</td>
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