Instructor: Lynita Newswander
Office Hours: TBA
Phone: 605-677-6547
Email: Lynita.Newswander@usd.edu

*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:
The University of South Dakota requires that students satisfy certain technology requirements, which can be found in the CE Online Orientation document: http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx?la=en. For this class, students may need: Microsoft Word, Adobe Acrobat Reader, and Power Point. A free Power Point viewer can be downloaded here: https://www.microsoft.com/en-us/download/details.aspx?id=13

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.

<table>
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<tr>
<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  
• Discussion questions |
| 2. Identify, compare, and contrast the three principal approaches to ethics; and describe their application to administrative practice. | • Second examination  
• Discussion questions |
| 3. Identify situational factors in organizations that lend themselves to ethical failures in administrative practice, and describe strategies to resist their influence. | • Second examination  
• Discussion questions |
| 4. Identify, compare, and contrast various conceptions of justice, and describe the significance of each with respect to public policy analysis. | • Third examination  
• Discussion questions |
| 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%

Grading Scale

<table>
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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% and above</td>
<td>A</td>
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<tr>
<td>80% to 89%</td>
<td>B</td>
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<tr>
<td>70% to 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% to 69%</td>
<td>D</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
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</table>

90 points or higher A
80-89 points B
70-79 points C
60-69 points D
59 points and below F

Weekly discussion participation will account for 30% of the grade in this course.
You will be placed in groups of six to ten students, which will serve as a forum for group discussion. In this small setting, it is required that students make two substantive comments (or more if you chose) concerning that week’s readings. The first comment must be posted by midnight on Thursday of each week. The second comment must be made between Friday and Saturday, and must be a response to one or more of your peers. A failure to post on time will result in an automatic 1-point deduction. This means that you post once before Thursday night and another time between Friday and Saturday. Each group will have a discussion board and the instructor will provide questions on a weekly basis to help facilitate discussion and debate. Comments need to be well thought out. When you agree or disagree with certain points, you must provide substantial reasons; merely saying “I agree” or “I disagree” is not enough. Comments should be at least a paragraph long. The purpose of these groups is to go back-and-forth with other students in order to facilitate the learning process. And remember, please be civil, even in disagreement. Entries for each week are worth a total of 3 points. You will be graded on the thoroughness of your responses. In addition, a failure to post either for four weeks or eight times will result in automatically failing the class.
In your discussion boards (and for all written communications in this class), please follow USD’s General Netiquette guidelines found in the CE Online Orientation linked above. It is expected that students will write in a formal tone, use complete sentences, and check spelling.

The three exams will account for 40% of the grade in this course. The three examinations will consist of short essay questions and will be made available for download through the D2L Content page 3 days 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 August 4.

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.

Instructor
The instructor will be accessible to students through email, office calls, and discussion boards. All phone calls and emails will be replied to within 48 hours. The instructor will also provide timely feedback on all examinations and assignments (including discussion posts) within two weeks from the end of the week the assignment was due and strive to provide the best educational environment. Grades may be accessed through the course D2L site, by clicking on the “assessments” tab.

Course Policies:

Academic Integrity
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.
No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**Freedom in Learning**
Students are responsible for learning the content of any course of study in which they are enrolled. 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 first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

**Disability Accommodation**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director  
Disability Services, Room 119 Service Center  
(605)677-6389  
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)  
E-mail: disabilityservices@usd.edu

**Schedule of Classes**

<table>
<thead>
<tr>
<th>Week begins</th>
<th>Readings covered</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>May 14</td>
<td>Introduction to the course; Gone Baby Gone</td>
<td>Review syllabus, order texts, introduce yourself on discussion</td>
</tr>
<tr>
<td>Date</td>
<td>Reading and Discussion</td>
<td>Notes</td>
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<tr>
<td>May 21</td>
<td>Plato, <em>The Republic</em>, Books V &amp; VII; Aristotle, <em>Nichomachean Ethics</em>, Books I &amp; VI; Martinez and Richardson excerpt (available on D2L)</td>
<td>view lecture; discussion</td>
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<tr>
<td>May 28</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>view lecture; discussion</td>
</tr>
<tr>
<td>June 11</td>
<td>None, review</td>
<td>Exam 1 posted June 16, due June 18</td>
</tr>
<tr>
<td>June 18</td>
<td>Svara, <em>Ethics Primer</em></td>
<td>view lecture; discussion</td>
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<tr>
<td>July 2</td>
<td>Zimbardo, <em>The Lucifer Effect</em> (Foreword, Preface, Chapter 1, 10, 12; skim 2-9 and 16); Watch SPE video (on D2L)</td>
<td>view lecture; discussion</td>
</tr>
<tr>
<td>July 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>view lecture; discussion</td>
</tr>
<tr>
<td>July 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, <em>Critique of the Doctrine of Inalienable Rights</em>; Letter from Birmingham Jail.</td>
<td>view lecture; discussion</td>
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<tr>
<td>July 23</td>
<td>None, review</td>
<td>Exam 2 posted Jul 28; due July 30</td>
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<tr>
<td>July 30</td>
<td>None, work on Administrative Essay</td>
<td>Administrative Ethics Essay due Aug 4</td>
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