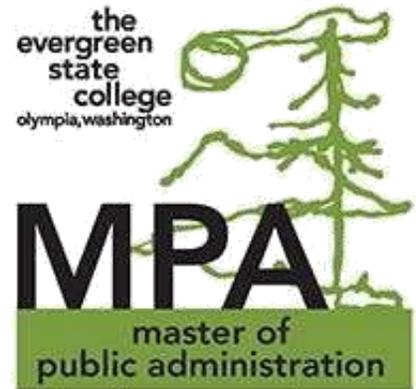# Ethics in Public Service
Fall 2018
Public and Nonprofit Administration
and Public Policy Concentrations

Faculty
Meghan Doughty
Email: doughtym@Evergreen.edu
Office Hours: By Appointment

Time	**Location**
Tuesday 6pm – 10pm PST	TBD

MPA Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. "Be the change."

Course Description and Learning Goals: James Comey. Tom Price. David Shulkin. Scott Pruitt. Regardless of where you fall on the political scale, all three faced alleged ethics violations while serving in public office, making understanding public service ethics vital for today's administrators. This course will help students understand the various normative foundations of public service ethics, examine the causes and consequences of ethical violations and apply this knowledge to real-world case studies.

Required Readings

Books
1. Adams, G. & Balfour, D. (2014). *Unmasking Administrative Evil*. New York: Taylor & Francis.
2. O'Leary, R. (2014). *The Ethics of Dissent: Managing Guerilla Government*. Los Angeles: CQ Press.
3. Rohr, J. (1989) *Ethics for Bureaucrats: An Essay on Law and Values*. (2nd Edition). New York: Marcel Dekker.

Posted on Canvas

1. Arendt, H. (1968). "The Decline of the Nation-State and the End of the Rights of Man." *Origins of Totalitarianism*. New York: Houghton Mifflin Harcourt. Pp 267-302.
2. Asad, T. (2003). "Redeeming the 'Human' Through Human Rights." *Formations of the Secular: Christianity, Islam, Modernity*. Standford University Press. Pp. 126-158.
3. Boss, J.(2010). *Analyzing Moral Iss*ues. (5th Ed.) New York: McGraw Hill. Pp 1-42.
4. Carson, K. S. (2017). "Institutional corruption and incentive compatibility." *Journal of Leadership, Accountability and Ethics*, 14(3), 10-22.
5. Chandler, R. (1983). "The Problem of Moral Reasoning in American Public Administration: The Case for a Code of Ethics." *Public Administration Review,* 43(1. Pp. 32-39.
6. Chapman, R. (2003). "Ethics and Accountability in Public Service." *Teaching Public Administration*, 23(1), 15–26.
7. Cooper, T. (2012). *The Responsible Administrator : An Approach to Ethics for the Administrative Role*. (6th ed.). New York, NY: John Wiley & Sons, Incorporated. Pp. 243-254.
8. Frederickson, H. G. (2016). "Public ethics and the new managerialism: An axiomatic theory." In *Ethics in public management* (pp. 173-191). Routledge.
9. Howell-Moroney, M., Hall, J., & Howell-Moroney, M. (2011). "Waste in the Sewer: The Collapse of Accountability and Transparency in Public Finance in Jefferson County, Alabama." *Public Administration Review*, 71(2), 232–242.
10. Locke, H., & Locke, H. (1995). "Ethics in American Government: A Look Backward." *Annals of the American Academy of Political and Social Science*. 537.Pp 14-24.
11. Melvin J. Dubnick, (2003) "Accountability and ethics: reconsidering the relationships", *International Journal of Organization Theory & Behavior*, 6(3), pp.405-441.

Fall 2018 Schedule (Faculty May Alter Schedule)

Date	Topics	Readings	Assignments Due
Week 1 Tuesday 9/25/18	Introduction to Ethics	Boss, pp. 1-42	Seminar Paper
Week 2 Tuesday 10/2/18	Ethics in American PA	Locke & Locke, pp. 14-24 Chandler, pp. 32-39 Frederickson, pp. 173-191	
Week 3 Tuesday 10/9/18	Neutrality in PA	Adams & Balfour *Watching in Class:* The Trial of Adolf Eichmann	
Week 4 Tuesday 10/16/18	Accountability	Dubnick, pp. 405-441 Chapman, pp. 15-26 Howell - Moroney & Howell - Moroney, pp. 232-242	Case Study
Week 5 Tuesday 10/23/18	Regime Values	Rohr	
Week 6 Tuesday 10/30/18	Design Science	Cooper, pp. 243-254 Carson, pp. 10-22 Pick a topic of interest from https://www.oge.gov/web/oge.nsf/Topics	
Week 7 Tuesday 11/6/18	Guerilla Government	O'Leary	
Week 8 Tuesday 11/13/18	Case Studies	TBD	Lit Review
Week 9 Tuesday 11/20/18	Human Rights, Public Administration and Ethics	Rorty Arendt, pp. 267-302 Asad, pp. 126-158	
Tuesday 11/27/18	**Thanksgiving Break - No Class**		
Week 10 Tuesday 12/4/18		Student Presentations	Research Paper

Eval Week 12/11/18			

Assignments

Seminar Paper

Due: Week 1, posted to Canvas before class
Length: 2 to 3 pages double spaced (page length does not include works cited page). Use APA format for references and cite all of your sources (direct quotes and paraphrases).
Purpose: This is not just a summary of the readings. This paper is my introduction to your writing style and the way you process information.
Instructions: Critically read and respond to the assigned reading. Based on the assigned reading, define what ethics means to you.
Key Skills:
- Demonstrate knowledge of the assigned readings
- Illustrate ability to synthesize information
- Make connections to reveal new insights on the topic
- Explain the various strengths and weaknesses of the different philosophies

Research Project

This project will be broken into four component parts due over the course of the quarter. You will pick a case study and apply the theories learned in this class to it. More details will be provided on the first day of class.

> **Case Study**
> **Due:** Week 4, posted to Canvas before class
> **Literature Review**
> **Due**: Week 8, poster to Canvas before class
> **Length**: 5-6 pages, double-spaced (page length does not include works cited page). Use APA format and cite all of your sources (direct quotes and paraphrases).
> **Instructions**: You must synthesize a minimum of eight (8) peer-reviewed, scholarly articles for this literature review and cite them appropriately; you may include articles or books from class but these **will not** count towards the minimum number of required peer-reviewed articles. Find the gaps in existing information or options, compare and contrast existing information from various parties (find agreement and disagreement on terms, facts,

definitions, major debates), and establish your credibility through knowledge and evidence.

Key Skills:

- o Gain familiarity with a current national policy debate
- o Demonstrate analytical ability
- o Develop ability to critique a complex issue
- o Illustrate ability to synthesize information from diverse sources into a holistic product

Research Paper

Due: Week 10, posted to Canvas before class

Length: 15-20 pages, double-spaced (page length does not include works cited page). Use APA format and cite all of your sources (direct quotes and paraphrases).

Presentation

Due: Week 10, presented during class

Length: 20 minute presentation

Course Policies

Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing & Grammar Guide http://owl.english.purdue.edu/] All written work will be of high quality, grammatically correct, clear and without spelling errors.

Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant. You can contact our graduate programs writing support at: EvergreenWritingAssistant@gmail.com. Additional writing resources can be accessed through the campus Writing Center: https://www.evergreen.edu/writingcenter/resources

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 6 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded.

Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information.

Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class. Evaluation conferences may occur in person or over the phone and should be scheduled with your seminar faculty.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to

promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate behaviors in a learning community. I reserve the right to ask for no technology in the classroom if it becomes a distraction. Also, please shut your laptops when we have guest speakers.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

Permission to Record Lecture, Workshop and Other Similar Discussion:

If a participant in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of **Reasonable Accommodations**, then this participant would need written permission, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action,

including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

The procedure to resolve conflict is outlined in the MPA Student Handbook: https://www.evergreen.edu/mpa/studenthandbook/conflictresolution

Included on this page is the Evergreen State College Conflict Resolution Process Matrix**.**

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code](#) (including academic integrity and plagiarism): Chapter 174-123 WAC**,** Student Conduct Code & Grievance/Appeals Process

We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them https://evergreen.edu/emergencyresponse

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.