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Course Description/Objectives

The overarching objective of this class is to raise your ethical consciousness: to encourage you to think deeply about your own "moral map" and to apply this reflection to the refinement of a personal ethical code for public service. It is hoped this effort will provide guidance for both your decisions and behavior as a public professional. To accomplish this statement and to increase your own knowledge and resourcefulness, we will review relevant theory and concept literature and apply it to workaday ethical problems. Problems will be drawn from published case studies and current event reports. Analysis of these materials will be enhanced by a unique opportunity to engage the experience of department heads the City of Kennedale. Class meetings will be highly dialectic. Timely completion of the readings before the appropriate meeting and active, informed participation will be critical to your own learning... and a successful evaluation of your performance!

Learning Outcomes

Upon completion of this course, students will:
1. Explain leading ethics theories and concepts from assigned readings, lecture, class discussions and exercises
2. Articulate and defend a personal public service codes of ethics which reflects analysis of personal values as well as those enumerated in the guidelines of prominent professional and nonprofit organizations
3. Demonstrate enhanced written and oral communication skills through participation in class presentations and discussions and written assignments.
4. Employ skills appropriate to the analysis and resolution of ethical problems
5. Discern those ideals and legal traditions appropriate to ethical decisions
5. Evidence a personal, pro-active commitment to the practice of public service ethics.
Texts

Svara, James, THE ETHICS PRIMER FOR PUBLIC ADMINISTRATORS IN GOVERNMENT AND NONPROFIT ORGANIZATIONS, Jones and Bartlett, 2007 (required)
Richter, Wm and Burke, Francis (eds), COMBATING CORRUPTION, ENCOURAGING ETHICS, a Practical Guide to Management Ethics, Rowman and Littlefield, 2007 (required)
Callahan, K., Olshfski, D. and Schwella, E. (eds), GLOBAL PUBLIC MANAGEMENT, Cases and Comments, Sage, 2005 (required)
Cox, R. (editor), ETHICS AND INTEGRITY IN PUBLIC ADMINISTRATION, M.E. Sharp, 2009 (recommended)

Topics and Assignments

1. Introduction
   a. Review of semester assignments and learning expectations
   b. Completion of pre-test questions and draft of personal ethical code
   c. Team formation, case analysis references and assignments

2. Definitions and Context: of Public Administration Ethics
   a. Ethics Primer (hereafter EP), Preface and Chapters 1 and 2
   b. Combating Corruption, (CCEE hereafter), pages 1-30
   c. Complete Professor Jonathan Haidt’s conservative/liberal quiz at www.yournormals.org for class discussion
   e. _____ leads discussion of CCEE case 2 and questions 1, 2, 3, and 4.

3. Responsibility, Duty and Accountability
   a. EP, Chapters 3 and 4
   b. CCEE, Chapter 2
   c. _____ leads discussion of CCEE case 2 and questions 1, 2, 3 and 4

4. Ethical Issues: Corruption
   a. CCEE, pages 69-74 and chapter 4
   b. EP Chapter 6
   c. _____ leads discussion of CCEE case 5 and questions 2 and 3

5. Ethical Issues: Bribery, Conflict of Interest and Deception
   a. CCEE, chapters 5 and 6
   b. _____ leads discussion of case 5 and questions 1 to 4, and _____ case 6 and questions 1 and 3

6. Ethical Issues: Secrecy and Evil
   a. CCEE, Chapter 6
   b. _____ leads discussion of CCEE case 7 and questions 1, 2, and 3 and CCEE case 8 and question 1.
Topics and Assignments

7. Structures for Encouraging Trust, Morality and Integrity: Ethical Codes and Public Organizational Imperatives
   a. EP, chapters 5 and 10
   b. CCEE, chapter 9
   c. _____ leads discussion on CCEE case 9 and questions 1, 2 and 2.

8. Whistle Blowing
   a. E.P. Chapter 8
   b. CCEE, Chapter 10
   c. _____ leads discussion on CCEE case 10 and questions 1, 2 and 3

9. Managing for Ethics: Enhancing Ethical Climate
   a. "Organizational Influence on Ethical Behavior", Erakovitch and Wyman,
      chapter 5 in Ethics and Integrity in Public Administration (hereafter EIPA)
   b. "Administrative Leadership and Transparency, Garofalo and Geuras, Chapter 4, EIPA
   c. "Ethics Management and Ethical Management", Lawton and Macaulay, chapter 7,
   d. Guest speaker

10. Individuals As Ethic Advocates
    a. CCEE, chapter 12
    b. EP, chapter 11
    c. _____ leads discussion of case 12 and questions 1, 2, and 3

11. Global Public Management Team Case Analyses and Presentations with City of Kennedale Department Heads
    a. Schedule to be prepared in class
    b. Analysis format will be discussed/ distributed early in the semester
Individual Assignments Beyond Readings and Team Participation

1. Personal Code of Ethics due last day of class in hard copy
2. Final Examination: Out May 2/4; In May 9
3. Ethics new items: weekly, for example ex-Dallas Pro tem bribery case and (fired)
   Forest Hill City Manager's ethics grievance against Mayor.

Grading Policy

Preparation and Class Participation 40%; Team Case Analysis, Personal Code of Ethics and
Final Exam 60%

Attendance Policy

Students are expected to provide informed participation at each class at each meeting. Absences
should be explained to the instructor before class by telephone
ACADEMIC DISHONESTY

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

PLAGIARISM WEB SITES WITH EXAMPLES

- **Plagiarism Examples** (Rob Toreki, University of Kentucky Department of Chemistry)
  http://www.chem.uky.edu/courses/common/plagiarism.html#Examples

- **Avoiding Plagiarism** (UC-Davis)

- **Unacceptable Paraphrases** (Indiana University Writing Tutorial Services)
  http://www.indiana.edu/~wts/pamphlets.shtml

STUDENT SUPPORT SERVICES AVAILABLE

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.
**AMERICANS WITH DISABILITIES ACT**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 -The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**E-CULTURE POLICY**

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.