Course Number and Title

PAF 460: Public Service Ethics (Spring 2026, Session C: 1/12/2026 - 5/9/2026)

Faculty Information

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Office hours: By appointment via email on Zoom or in-person.

Personal Pronouns

I will gladly honor your request to address you by an alternate, chosen name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

You can change your displayed name in some ASU systems including Canvas, Email, and Google Apps. Learn more about preferred name displays here: https://students.asu.edu/forms/preferred-display-name.

Learn more about how to set personal pronouns in Canvas here: https://lms.asu.edu/how-set-personal-pronouns-canvas.

Teaching Philosophy

I aim to inspire students to become mission-driven public leaders who engage meaningfully with communities, uphold ethical standards, and apply evidence-based solutions to complex, real-world policy challenges. By emphasizing inclusive engagement, critical thinking, and applied learning, my teaching equips students with the analytical tools, ethical foundation, and practical problem-solving skills needed to lead effectively and equitably in today's dynamic governance landscape.

Land Acknowledgement

Arizona State University acknowledges, with respect, that its physical locations are within the ancestral homelands of those American Indian tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O'odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O'odham peoples.

Statement of Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective. At Watts College, we echo these sentiments through Our Aspirations to be a vehicle through which we make the world a better place.

Course Information

Course Catalog Description

Role, values, and issues of public management in democratic governance, citizen participation, power structures, and professional codes of conduct.

Course Overview

Ethical dilemmas are a recurring challenge across various sectors, including business, education, technology, and public service. From questions about data privacy and artificial intelligence to public scandals involving misuse of power, ethics remain a central concern in public life. Public organizations, in particular, are under constant scrutiny as the actions of public officials carry significant moral and societal implications.

As a public manager, you will face difficult ethical choices that may have to do with: your relationship with a democratically elected legislative body; your relationship to citizens and community groups; matters of conscience; matters of regulation; the ethical ramifications of public policy recommendations in which you are involved. Understanding the moral implications of your actions and resolving the dilemmas they pose are among the more difficult problems that you will face working in the public sector.

In this class, we will examine a variety of ethical issues faced by public managers. Some involve concerns that might arise in any organization - cases of lying, cheating, or stealing, or questions about what to do when you feel compelled to refuse an order from your boss. Others are more directly connected to the special values that underlie public service, involving the relationship between political leaders and career civil servants or between competing demands for efficiency and responsiveness. In all cases, the issues will be bound to the moral context of public service.

Course Competencies

- To lead and manage in public governance (NASPPA Competency #1)
  - Students will learn basic leadership skills and how their personal leadership style can be improved in order to prepare them to excel as leaders in public organizations.
- To articulate, apply, and advance a public service perspective (NASPPA Competency #4)
  - Students will learn how to apply knowledge and theory from the textbook and class into their real-world problem analysis in the public sector.
- To communicate and interact productively with a diverse and changing workforce and citizenry (NASPPA Competency #5)
  - Students will learn how to effectively summarize, assess, and communicate technical and professional information through both oral and written media to a diverse audience.
  - Students will demonstrate the ability to work productively and collaboratively in diverse teams.

Course Learning Objectives

At the completion of the course, students will be able to:
- To enhance understanding of the moral foundations of public service.
- To examine the relationship between democratic values and the practice of public administration, including issues of accountability and responsiveness.
- To develop an awareness of specific ethical issues and problems within the field of public administration.
- To build the capacity for ethical decision-making.
- To understand the values at play in the relationship between administrators and citizens.

- To develop a practical understanding of the constraints on and expectations of public administrators.
- To develop skills in managing ethics within public organizations.
- To learn to apply ethical reasoning to the consideration of public policy issues

Course Materials

Required textbook

Svara, J. (2022). *The ethics primer for public administrators in government and nonprofit organizations*, (3rd ed.). Jones & Bartlett. The eBook is available free from the ASU Library: https://search.lib.asu.edu/permalink/01ASU_INST/fdcm53/cdi_proquest_ebookcentral_EBC6463765

Other required

Box, R. (1998). *Citizen governance: Leading American communities into the 21st century*. Sage. The eBook is available free from the ASU Library: https://search.lib.asu.edu/permalink/01ASU_INST/pio0a/alma991048685608103841

Optional

Edelman, M. (1988). *Constructing the political spectacle*. The University of Chicago Press. This *may be available for free* if you set up an account at: https://archive.org/details/constructingpoli00edel_0/page/n3/mode/2up

O'Leary, Rosemary (2006). *The ethics of dissent: managing guerrilla government*. Washington, D.C.: CQ Press.

Computer Requirements

- **Computer System:** Windows or Apple desktop or laptop computer manufactured within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU's online courses.
- **Operating System:** Windows-based computers should be running the most recent version of Windows. Apple computers must be running a recent version of macOS. For operating systems recently released (the last few months), consider maintaining the next most recent release for a few months until bugs in the OS have been addressed.
- **Required Software:** Microsoft Office 365 (available for all students at ASU); Adobe Acrobat Reader DC (free)
- **Web Browser:** Use a recent version of Firefox or Chrome. Students are also advised to have both browsers installed on their computer.
- **Internet Connection:** Courses are best viewed with high-speed internet and a reliable internet connection.
- **Speakers and a microphone:** Built-in, USB plug-in, or wireless Bluetooth. A headset with microphone is recommended for privacy and clarity of audio.
- **Webcam:** Built-in or USB plug-in

Detailed Requirements by Application:
- Canvas LMS computer requirements
- Zoom computer requirements

Need Help? Students needing help with technical issues can contact a 24/7 live chat service at contact.asu.edu or My ASU Service Center for help.

Assignments and Evaluation Procedures

Each module includes required reading and media materials that should be reviewed before going to the class and completing the assignments. The course evaluation consists of class participation and attendance, assignments, case study memo, presentation, and final paper. Assignments and case study

memos will occur at intervals throughout the course, each student will have in-person presentation for one topic during class. A final paper will be due at the end of the course.

You are welcome to incorporate reference materials from your past classes, literature, life experiences, and insights as you engage in the assignments. Remember to always cite and reference all materials from other sources.

Summary of Assignments

Assignment	Percentage/Points	Evaluation Details
Reading Reviews and Discussions	200	20 points for each discussion posts. There are TEN weekly discussion.
Participation and Attendance	100	25 points will be deducted for one absence.
Reading Response Assignments	100	Rubric will be provided in Canvas.
Case Study Memo	150	Rubric will be provided in Canvas.
Group Presentation	100	Peer-evaluated: 70% of the score will come from the average of peer evaluations from groupmates and 30% from the instructor's evaluation.
In-class Group Debate	100	Peer-evaluated: 70% of the score will come from the average of peer evaluations from groupmates and 30% from the instructor's evaluation.
Final Paper	250	Rubric will be provided in Canvas.
TOTAL	1,000	Final grades will be posted by May 10.

Reading Reviews and Discussions [200 points, 20%]

Unless otherwise specified, all reading assignments are drawn from the required materials listed above. Students are expected to complete the assigned readings before each class to be fully prepared. While not all readings will be discussed in class, all assigned materials are eligible for inclusion in assessments.

This assignment encourages consistent engagement with the readings and weekly reflection on the topics. There are **TEN required reflection posts** throughout the semester (see the schedule on page 5, labeled RR#). For each assigned week, I will create a dedicated discussion board on Canvas.

Instructions:
- Each student must post a brief reflection or discussion point on the current and previous weeks' readings (required).
- You are welcome to respond to your peers' posts to foster discussion (optional).
- Posts must be submitted before the weekly deadline: **Monday at 11:59 PM** of each class week.
- Only posts submitted before the deadline will be counted toward your grade for this assignment.

Evaluation Criteria:

- Timeliness: Did you submit your post before the deadline?

- Quantity: Did you complete the required number of posts?
- Quality: Does your post show thoughtful engagement (critical thinking and creative thoughts) with the readings?
- Engagement: (Optional) Did you interact meaningfully with other students' reflections?

Participation and Attendance [100 points, 10%]

Class attendance and participation account for 10% of your final grade. Regular attendance is essential for your success in this course. If you anticipate missing more than five class sessions, you are strongly encouraged to reconsider your enrollment in this course. I understand that some of you might be out of two and have personal issues during the semester. You may have up to **two excused absences** per semester without penalty **if you notify me the personal reasons at least 48 hours in advance**. For **each additional absence beyond two**, **25 points will be deducted from your total grade** unless the absence is due to a documented illness or serious situation. In all other circumstances not explicitly covered above, the instructor reserves the right to make case-by-case decisions in accordance with these guidelines.

Students are expected to thoroughly prepare for each class session and to participate actively and constructively in class. You will be assigned to small groups to engage in discussions on in-class work and case studies. This will allow you to express your viewpoints while benefiting from a variety of perspectives. Contributions to class discussions must be substantive and demonstrate that you have read the course materials or conducted additional research. I value a good attitude, passion, and process in the learning environment. I will consider these aspects in all assignments.

Reading Response Assignments [100 points, 10%]

This response assignment focuses on several weekly topics from the readings covered up to that point. The assignment will require a short essay of approximately 500 words (4 to 5 paragraphs, minimum 300 words). Assignment are due by **11:59 PM** on the specified date and must be submitted through Canvas.

To receive full credit:
- Follow the instructions and answer the question using examples from that week's readings.
- Use correct format, spelling and grammar.
- Cite sources if referencing someone else's work to avoid plagiarism or misconduct.

Format:
- 2 pages maximum, single-spaced, 12-point Times New Roman font, 1-inch margins.
- Include at the top left of the page
  TITLE: [Your Title for This Short Essay]
  FROM: [Your Name]
  DATE: [Submission Date]

Use APA format for citing your references. Use this as your guide for using the APA style, if you are not already familiar:https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html.

Case Study Memo [100 points, 10%]

You are required to write a 3-page case study memo. In the memo, you will:

1. Select a case that interests you in the class or in your experience.
2. Summarize the case in 1–2 paragraphs.
3. Identify the ethical decision-maker and evaluate the decision using the Ethics Triangle.

4. Propose at least three possible solutions.
5. Justify the recommended solution and explain why it is the most ethical.

The memo will be graded for creativity, critical thinking, connections with course readings, format, spelling, and grammar. Submit each memo through Canvas by **11:59 PM** on the dates indicated in the schedule.

Format:
- 2 pages maximum, single-spaced, 12-point Times New Roman font, 1-inch margins.
- Include at the top left of the page
  TITLE: [Your Title for This Memo]
  FROM: [Your Name]
  DATE: [Submission Date]

Use APA format for citing your references. Use this as your guide for using the APA style, if you are not already familiar:https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html.

Group Presentation [100 points, 10%]

This assignment aims to broaden our knowledge of current ethical issues faced by public organizations (government or nonprofits) and professionals, while also providing a basis for discussion. During the course, you will find a news article from the last two years that addresses public ethics and has been published by an established news agency or magazine. Sign-up for this assignment will occur in the third class session. Each presentation should last approximately 10-15 minutes.

You should:
- Summarize the articles relevant with weekly topics.
- Present any additional information they have researched (e.g., applicable laws, history, similar cases).
- Relate the ethical dilemma to course materials.
- Answer Q&A, and lead a brief discussion.
- Audience: Ask their colleagues questions.
Presentation Due Date: Variable. Sign up in class on January 21st.

In-class Group Debate [100 points, 10%]

This activity and assignment encourages students to think critically, fosters students' ability to see multiple perspectives, and teaches students to question their own thinking.

Steps:
(1) In teams of three, students prepare arguments for and against a controversial topic relevant with public service ethics.
(2) The instructor provides students with "Rules of Engagement." Immediately before the start of the debate, the instructor tosses a coin to assign "for" and "against" positions before classes.
(3) The debate follows a structure:
   a. Team One presents affirmative position (pros, 3 min.); Team Two presents negative position and respond to the pros. (cons, 3 min.).
   b. Team One reintroduces affirmative position with secondary arguments and respond to the cons (pros, 3 min.) Team Two reintroduces negative position with secondary arguments and respond to the pros (cons, 3 min.).

   c. Free debate. Each team take turns to speak for one minute. Pros starts. In total 10 minues.

   d. Team One offers pros conclusion based on debate (3 min.) Team Two offers conclusion based on debate (3 min.)

 (4) During the debate, each team member has tasks: one speaks, other two takes notes and selects appropriate counterarguments.

 (5) The audience:

   a. is polled before and after the debate to determine whether their views changed in response to the debate.

   b. participates in post-debate Q&A discussion (10 minutes).

Final Paper [250 points, 25%]

The final paper is a medium-length written assignment (1,500–2,000 words) that allows students to apply concepts and frameworks from the course to a real-world ethical issue in public management or governance. Students are required to choose a recent case from the news that highlights an ethical dilemma in government and analyze it using theories, values, and tools introduced throughout the course. The goal of this assignment is to encourage students to think critically about how ethics influences decision-making in the public sector and to demonstrate how course materials can inform the understanding and resolution of complex governance challenges.

To complete this assignment successfully, students must clearly describe the ethical issue at hand, analyze the key stakeholders and values involved, and reflect on why the issue occurred. The paper should explore the consequences of the event and propose actionable, ethically grounded managerial or policy solutions. Students are expected to use and cite assigned readings to support their analysis and demonstrate a deep understanding of the material. The final paper should be written in a clear, academic tone, free of grammatical and spelling errors, and formatted according to APA guidelines.

The purpose of this assignment is threefold: first, to assess students'' understanding of course content; second, to strengthen their research, analytical, and communication skills; and third, to evaluate their ability to apply ethical reasoning to real-world governance challenges. The paper must be submitted as a Word document (.doc or .docx) to the appropriate Canvas link by the assigned deadline. Submissions in other formats will not be accepted. Papers must be original and free of plagiarism to receive credit.

Format:
- 5 pages maximum, single-spaced, 12-point Times New Roman font, 1-inch margins.
- Include at the top left of the page
  TITLE: [Your Title for This Essay]
  FROM: [Your Name]
  DATE: [Submission Date]

Submitting Assignments

All assignments, unless otherwise announced by the instructor, MUST be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

Grading

Grading Procedure

Grades reflect your effort, the quality of your performance in class discussions, and the completion of assignments. Each student is responsible for monitoring their own progress and grades throughout the

course. I will not notify students individually if their progress is unsatisfactory. Please review the grading criteria for each assignment carefully. Graded work will be returned and available in the Gradebook within one week of the assignment's due date.

Grade Scale

This course uses a +/- grading system as defined below.

Grade	Percentage	Points Range
A+	97.00 % – 100 %	970 – 1000
A	94.00 % – 96.99 %	940 – 969
A-	90.00 % – 93.99 %	900 – 939
B+	87.00 % – 89.99 %	870 – 899
B	84.00 % – 86.99 %	840 - 869
B-	80.00 % – 83.99 %	800 – 839
C+	76.00 % – 79.99 %	760 – 799
C	70.00 % – 75.99 %	700 – 759
D	60.00 % – 69.99 %	600 – 699
E	Below 60.00%	Below 600

Course Participation and Absences

Attendance and participation in class activities is an essential part of the learning process; thus, students are expected to attend class regularly. Some absences are, however, unavoidable.

Excused absences for classes will be given without penalty to the grade in the case of any of the following five reasons: (1) University-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.); (2) religious holidays; (3) military work performed in the line- of-duty; (4) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and (5) illness, quarantine or self-isolation related to illness as documented by a health professional. When any of the first four reasons conflict with class meeting times, students are responsible for informing the professor of the reason for the absence at least one week in advance of the absence.

Accommodations for those assisting in government-declared disaster incidents will also be considered. The student should provide the course instructor with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Besides the reasons above, you may have up to **two excused absences** per semester without penalty **if you notify me the personal reasons at least 48 hours in advance**.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that may include participation in classes remotely, access to recordings of class activities, or make-up work.

If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Due Dates, Late, or Missed Assignments

If an urgent situation arises, please notify the instructor *before* the assignment is due whenever possible. All published due dates follow **Arizona Time (Mountain Standard Time year-round)** and are considered firm.

Extensions may be granted but must be arranged in advance with the instructor and may incur a penalty. Late work will be accepted with a deduction of **1 point per day**, for up to **five days** after the due date. Assignments submitted more than five days late **will not be accepted**.

If you experience an emergency or know ahead of time that you will be unable to meet a deadline, it is your responsibility to communicate with the instructor as early as possible.

Extra Credit

There are no formal extra credit assignments in this course. However, I value a positive attitude, genuine engagement, and consistent effort throughout the learning process. These qualities will be taken into consideration when evaluating assignments and determining final grades.

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The [Bluebook: A Uniform System of Citation](#)* in all papers.

Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account. Please ensure Canvas notifications are being sent to your email.***

Communication

Look for the answer first. When questions arise during the course, please remember to check these three sources for an answer:

- Course Syllabus
- Announcements in Canvas
- Your cohorts
- Discussion board. This DB can display your questions and answers for the benefit of all students. Students are encouraged to answer each other's questions here.

For questions of a personal nature, please contact me directly via Canvas or email. If you choose to email, include **"PAF 460"** in the subject line to ensure a timely response. I will respond to emails related to class content on the day of our scheduled class. For all other inquiries, please allow up to **three business days**

for a reply. Please avoid sending last-minute questions about materials or assignments. There is no guarantee I will be able to respond before the deadline, and missing a reply will not be a valid excuse for late submission.

Course Conduct

Professional conduct is expected in the classroom setting. That is, students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. College courses bring together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This course may deal with complex and controversial issues that often feel challenging and uncomfortable. We will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, students must engage with one another with civility, respect, and professionalism. Students are asked to carefully evaluate their own thinking about violence against women, including their biases, work experiences, and understandings. Learn more about Watts Conduct Policies.

Generative AI

Generative Artificial Intelligence (GenAI) is a form of artificial intelligence that can create high-quality audio, images, text, video, 3D models and other content. GenAI programs are not a replacement for human creativity, originality, and critical thinking. While adhering to any policies on the use of GenAI in this course, students utilizing GenAI content in their assignments, including in their practicum placements, must provide clear and comprehensive descriptions of the GenAI used. Students utilizing GenAI techniques should be aware of potential ethical implications and must adhere to relevant ethical guidelines and ensure that their work respects privacy and confidentiality. If the scholarly work involves human subjects, appropriate informed consent procedures must be followed. Scholarly work must be the student's own, and not present others' ideas, data, words or other material without adequate citation, i.e., any use of GenAI must not breach academic integrity and plagiarism standards. Students should be cautious of incorrect or inaccurate information, as well as bias in GenAI generated content; the use of person-first and bias-free language is critical. Review, fact-check, and edit material produced by GenAI. The student is ultimately accountable for all submitted work.

If you are in doubt as to whether you are using GenAI appropriately in this course, reach out to your instructor.

Please adhere to the following policy when using GenAI in this course:

In this course, generative AI tools (e.g., ChatGPT) may be used for limited purposes such as copyediting, grammar checking, and improving phrasing. These tools may also be used for brainstorming, provided that you clearly cite when and how the tool was used. Examples of citing AI language models are available at the ASU Library (https://libguides.asu.edu/c.php?g=1311696&p=9700102).

However, the use of generative AI tools for producing original written content is strictly prohibited. All assignments must reflect your own analytical thinking and writing.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that

unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Warning of Course Content

At times, we may discuss material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

Course Policies

For information regarding course and college policies, please refer to the Course Policies link on the course menu. Students are responsible for reviewing and complying with all ASU policies. In this page, you will find important information related to the following:

- Academic Integrity
- Accessibility
- Attendance, including accommodations.
- Conduct
- Student Success Resources

Grade Appeal Policy

If you think that you deserve a higher grade on a assignment, you may write a letter and explain why you would like to appeal the grade. Before making an appeal, you should re-read your paper with my comments in mind. After I receive your letter, I will re-read your paper/exam within 1-2 class periods. Depending on my re-reading, your grade may stay the same, be raised, or be lowered. This system is designed to minimize frivolous grade appeals and to ensure that you have carefully examined and reflected on the quality of your work before deciding to initiate a grade appeal.

Academic Integrity

All students are expected to conduct their work in this course in accordance with the university's academic integrity policy. If you have detailed questions about ASU's academic integrity policy, please see the following web page: http://provost.asu.edu/academicintegrity.

For more details on ASU's academic integrity expectations, please visit the following guides:
- ASU Academic Integrity Guide (Graduate College): https://graduate.asu.edu/academic-integrity
- ASU Tutoring and Academic Success: https://students.asu.edu/academic-success

A note about plagiarism:

Plagiarism is the use of someone else's words, ideas or work as though they were your own. This is a violation of academic integrity and is a serious academic offense. Any first instance of plagiarism will be penalized with a grade of a 0 on the assignment and a note in the student's file in the ASU School of Public Affairs. A second instance of plagiarism will be penalized with the student being expelled from the course (with a failing grade due to academic dishonesty) and formal notification to the ASU Graduate College and the ASU School of Public Affairs.

For tutorials on plagiarism (and how to avoid it), please visit: https://graduate.asu.edu/academic-integrity/resources. If you are unsure about whether to cite something, please review the following link for guidance: http://ctl.yale.edu/writing/using-sources/understanding-and-avoiding-plagiarism/warningwhen-you-must-cite.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://www.asu.edu/titleIX/.

Diversity

The School of Public Affairs supports Arizona State University's commitment to diversity along a number of dimensions, including race, national origin, ethnicity, sexuality, gender and gender identity, disability, class and religion. In this course, all students in the classroom have something of value to contribute to each discussion. Students are expected to be respectful of the values, beliefs and experiences of other students in the class. All opinions, perspectives, and questions are welcome during class discussions. Derogatory comments about other people, cultures, groups, or viewpoints will not be tolerated.

Pacing, and Content Availability

This course is designed to encourage the absorption of content and interaction throughout the session. Though you can review content and read ahead, assignments will not be released until the week they are to be reviewed and discussed. To allow individuals to work ahead goes against the purpose of some course activities like discussions.

Course Structure and Schedule

This course meets twice a week. Here is an outline of the material we may cover. We may vary from this schedule depending upon the time the professor feels we need to spend on any topic. Therefore, use this schedule with the caveat that assignments may be changed by the professor for any given class session.

Weeks / Dates	Topics	Assignments & Readings
WEEK1: **Tue, Jan. 13** **Thu, Jan. 15**	• **Introduction to Course** • **Introduction to Ethics**	<u>**Readings:**</u> • Svara, Preface & Chapter 1 <u>**Assignments:**</u> ****Self-Introduction (in-class activity, not graded)**
WEEK2: **Tue, Jan. 20** **Thu, Jan. 22**	• **Definitions of Ethics and Other Key Concepts** • **Moral vs. Legal vs. Unethical**	<u>**Readings:**</u> • O'Leary, Prelude & pp. 16-19; • Svara, Chapter 2; • Thompson & Leidlein, Chapter 9* <u>**Assignments Due:**</u> ****RR 1 Due (Jan. 19)** ****Class Drop Deadline (Jan. 24)**
WEEK3: **Tue, Jan. 27** **Thu, Jan. 29**	• **Accountability and Responsibility** • **Duty and the Public Interest**	<u>**Readings:**</u> • Svara, Chapter 3 • Dunne & Legge, "U.S. Local Government Managers* • Information or Advocacy* • Clips on the Netflix series *The Residence** <u>**Assignments Due:**</u> ****RR 2 Due (Jan. 26)**
WEEK4: **Tue, Feb. 3** **Thu, Feb. 5**	• **The Ethics Triangle** • **Avoiding Conflicts of Interest**	<u>**Readings:**</u> • Svara Chapter 4 • Lewis & Gilman, Chapter 3* <u>**Assignments Due:**</u> ****RR 3 Due (Feb. 3)**
WEEK5: **Tue, Feb. 10** **Thu, Feb. 12**	• **Ethical Decision-Making**	<u>**Readings:**</u> • Svara Chapter 7 <u>**Assignments Due:**</u> ****RR 4 Due (Feb. 10)** ****Group Presentation and Class Debate Work Date (Feb. 12)**

WEEK6: **Tue, Feb. 17** **Thu, Feb. 19**	• **Causes of Unethical Behavior** • **Lying and Ethics**	<u>Readings:</u> • Svara, Chapter 6 • Box, Intro & Chapter 1* • "With-holding Information" <u>Assignments Due:</u> ****RR 4 Due (Feb. 10)**
WEEK7: **Tue, Feb. 24** **Thu, Feb. 26**	• **Lying and Ethics cont.** • **Leadership and Ethics**	<u>Readings:</u> • Box, Chapters 6 & 12 • Johnson, Intro & Chapter 1* • Thompson & Leidlein, Chapter 12* <u>Assignments Due:</u> ****RR 4 Due (Feb. 23)**

WEEK8:
Tue, Mar. 3
Thu, Mar. 5
	• **Leadership and Ethics, cont.**	<u>Readings:</u>
		• Bolman & Deal, Chapter 11*
		• Follett, "The Giving of Orders"*
		
		<u>Assignments Due:</u>
		   **In-class debate activity (Mar. 5): *Should all public servants be required to disclose their political affiliations?*
		   **RR 5 Due (Mar. 2)

WEEK9: **Thu, Mar. 10** **Thu, Mar. 12**	• **Spring Break (No Class)**	<u>Assignments:</u> ****Go Hiking, Swimming, and Fishing. Happy Spring Break!**
WEEK10: **Tue, Mar. 17** **Thu, Mar. 19**	• **Whistleblowing and Leaks**	<u>Readings:</u> • Svara, Chapter 8 • "What's a Whistle-Blower To Do?"* • "Escape from an Ethics Swamp"* <u>Assignments Due:</u> ****RR 6 Due (Mar. 16)**
WEEK11: **Tue, Mar. 24** **Thu, Mar. 26**	• **Guerrilla Government**	<u>Readings:</u> • O'Leary, pp. 4-16 • O'Leary, Chapter 2 & Chapter 3 <u>Assignments Due:</u> ****RR 7 Due (Mar. 23)**

WEEK12:
Tue, Mar. 31
Thu, Apr. 2
	• **Guerrilla Government, cont.**
	• **Administrative Burdens**
		<u>Readings:</u>
		• O'Leary, Chapter 4, Chapter 5
		• Moynihan, Herd, & (2015). Administrative Burdens*
		
		<u>Assignments Due:</u>
		   **RR 8 Due (Mar. 30)
		   ** Case Study Memo Work Date (Apr. 2)

WEEK13: **Tue, Apr. 7**	• **Ethics Codes**	<u>Readings:</u> • Svara, Chapter 5

Thu, Apr. 9	• **Representation and Bureaucracy**	• Meier, K. J. (1975). Representative bureaucracy*
		
		 <u>**Assignments Due:**</u>
		    **In-class Debate (Apr. 9):
		       Is it ethical for public programs to prioritize efficiency over equity?
		    **Case Study Memo Due (Apr. 10)

WEEK14:
 Tue, Apr. 14
 Thu, Apr. 16
	• **Ethics Laws**	<u>**Readings:**</u>
		 • Svara, Chapter 9 & 10
		
		 <u>**Assignments Due:**</u>
		    ** In-class Debate (Apr. 16):
		       Should public officials to bend organizational rules and policies to achieve greater public good?
		    **RR 9 Due (Apr. 13)

WEEK15: **Tue, Apr. 21** **Thu, Apr. 23**	• **Fostering an Ethical Organizational Culture**	<u>**Readings:**</u> • Svara, Chapter 10 & 11 • "Preventing Organizational Ethical Collapse"* • "Moral Diversity"* <u>**Assignments Due:**</u> ****RR 9 Due (Apr. 13)**

WEEK16:
 Tue, Apr. 28
 Thu, Apr. 30 (No Class)
	• **What's Next in Administrative Ethics**	<u>**Readings:**</u>
		 • Svara, Chapter 12
		 • Cooper, "Big Questions in Administrative Ethics"*
		
		 <u>**Assignments Due:**</u>
		    **Final Paper Work Date (Apr. 30)
		    **Final Paper Due (May 8)

*Additional materials will be provided in Canvas. RR: Reading Reviews/Discussions.

Notes

1. Please turn off the sound of your cell phone before the class starts.
2. No email response from the instructor during the weekend.
3. It is your responsibility to check information on the class website.
4. The syllabus is subject to change by the instructor.
5. Professional Writing Standards: All writing must use professional language (no slang). Grades will reflect grammar, spelling, and overall presentation. Papers and other written work must be well-developed, logically consistent, and concise to capture the attention of busy decision-makers. For example, an "A" paper should be free of grammar or spelling errors, be logically organized, and easy to follow. All quotations and significant paraphrases must be properly cited—plagiarism will not be tolerated.
6. Deadlines: All assignments must be turned in on time to receive credit. It is your responsibility to ensure assignments are submitted by the deadline. Computer-related problems (e.g., "my email isn't working" or "I wasn't near my computer") are not acceptable excuses.