**PAD 4604-001: Administrative Process and Ethics**

**CRN: 38667, 3 Credit Hours**

**Spring 2018**

\*Distance Learning (DL) Course

**Course & Instructor Information**

Instructor Name: *Wilson McLean, Instructor & Ph.D. Candidate*

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Office Hours: *By appointment on campus or via facetime/skype*

Office Location: *College for Design & Social Inquiry, SO 120 (Boca Raton Campus)*

Course Prerequisites: NONE

Placement in Program: *Required for PA & BPSA students*

**Catalog Course Description**

Surveys the principles of administrative procedure, procedural due process, and regulatory procedures and considers administrative ethics in process. Focus on ethics in public administration including government, politics and nonprofit.

**Supplemental Course Description**

Government and public employees are continually confronted with “decision dilemmas” and “wicked problems” which often do not have a facile or clear solution. Often, these dilemmas are the result of differing or conflicting ethical and moral ethos’ not simply because there is “one right way” (aside from legality, which too is based upon ethical precepts). Further, decisions to problems are also often guided by a particular ethical and moral approach, or framework. Thus, to better understand decision making and problem solving in the public sector it requires that we better understand the law, ethics, and administrative processes that influence and/or complicate said decisions.

As such, this course provides an introduction to the law and ethics (and dilemmas!) faced by public administrators and public organizations on a nearly daily basis as they attempt to navigate a complex public milieu. The course is a theoretical and problem-based interdisciplinary class that addresses the major issues stemming from acting ethically in democratic regimes which a special focus on the organizational setting. It also deals with how the law, which governs how public administrators act, can pose ethical dilemmas, and in some cases ethical pitfalls for individuals and organizations alike. Therefore, while the course emphasizes the philosophical and theoretical foundations of ethics it is important that we situate them in the context of the practice of public administration/management and public organizations.

**Course Objectives**

This course will emphasize the connection between the legal environment of public administration and the ethical environment that public administrators must work in. The course materials will introduce students to the theories and practices associated with a constitutional democracy and identify the ethical issues arising from public administration in democratic governance. The course provides a foundation for understanding the principles and general concepts of the law, and how ethical issues often arise because of legal issues. Attention will be paid to federalism and the structure of the legal system in the U.S.

Within these objectives students are provided with the ability to develop reasoned judgments and critical analysis about ethics and administration and to promote the ability to present ideas and conclusions persuasively.

*Upon completion of this course, students will be able to:*

* articulate the differences between constitutional and statutory legal principles;
* articulate the benefits and ethical pitfalls associated with democratic governance;
* explain differences between federal and state law and their respective court jurisdictions;
* analyze and evaluate the legal boundaries of public administration;
* describe the social, political, and legal environments that can impact public administration;
* discern the linkages between professionalism and ethics;
* describe broad traditions of ethical thinking in relation to specific public sector questions;
* critique ethical doctrines, laws, rules, and practices in the public sector;
* read, comprehend, and draw grounded conclusions from both practical and academic readings in ethics and public administration;
* apply ethics to a variety of administrative processes including human resources, financial management, group process and leadership.

**Required Course Materials**

*Course Texts:*

Johnson, C.E. (2016). *Organizational Ethics: A Practical Approach (3rd Edition).* Thousand Oaks, CA: Sage Publications. ISBN: 978-1-4833-440-9

Sandel, M.J. (2009). *Justice-What’s the Right Thing to Do?*  New York, NY: Farrar, Straus, and Giroux. Paperback. ISBN: 978-0-374-53250-5

\*Students will be notified of other supplemental, but required, readings and videos that will be provided in Canvas and posted in the course files as well as course module.

*Computer Requirements:*

* Operating System
  + A computer that can run Mac OSX or Win XP or higher
* Peripherals
  + A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
* Software
  + Please visit the [Students tab in Blackboard](https://bb.fau.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_13_1) located at the top of each Blackboard page for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
  + Other software may be required for specific learning units and/or modules, but the links to download and install it will be provided within the applicable unit and/or module. You may also need headphones with a microphone for Blackboard Collaborate sessions.

**Grading**

Final grades will be determined based on the following scale provided by CDSI:

A 93-100% C 73-76%

A- 90-92% C- 70-72%

B+ 87-89% D+ 67-69%

B 83-86% D 63-66%

B- 80-82% D- 60-62%

C+ 77-79% F 0-59%

**Evaluation Methods/Point Values**

Your grade will be computed based on the total number of points earned out of the 500 possible points.

Weekly Quizzes 20% (10 quizzes @ 10 points each)

Weekly Discussion Board Exercise 20% (10 @ 10 points each)

Current Events Ethics Project 20% (1 @ 100 points)

Annotated Bibliography Exercise 20% (1 @ 100 points)

Final Ethics Paper 20% (1 @ 100 points)

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**Total Points Possible**: 500

**Class Format**

This class is fully online and a distance learning (DL) course. It will be mostly self-directed and requires more reading and writing than the typical ‘in-person’ section of the course to make up for in class lectures. As such, time management, organizational skills, and proper scheduling will be essential. It is important that you stay on track, complete all components of the learning units the week they are assigned and due. This will require you to manage your time appropriately. DO NOT miss the weekly assignments and be sure to complete ALL the components of the learning units for that specific week, as make-up quizzes, discussion boards, peer feedback, etc. WILL NOT be given. It is also imperative that you check your FAU email regularly and check Canvas for announcements and important course updates.

At the beginning of each work week (Monday, 12:00 AM) a learning unit (i.e. quiz and discussion board) will be made available in the content section of Canvas. There will be 10 learning units. In each learning unit you will find the following: a video and/or supplemental reading, a weekly quiz corresponding to that unit, and a discussion board forum. These learning units will be available until Sunday 11:59 PM of that week and you must complete all components of the learning unit. At the end of each unit a weekly summary will be circulated to all students- be sure to read this as it will provide valuable information for the upcoming week as well as feedback for the previous week.

Four (4) of the weeks throughout the semester there will be no learning units, thus no quizzes, assigned textbook readings, or discussion board exercises. Instead, these weeks will be used to complete your annotated assignment, book report, and final paper, respectively. The fourth week with no learning unit is spring break. Please refer to tentative course schedule at the end of syllabus to view the dates for scheduled assignments as well as reading assignments and weekly course topics.

**\*3 *IMPORTANT Instructor Notes:***

1. Please remember that everyone is entitled to an opinion and the right to be heard- pluralism and freedom of speech lie at the heart of democracy and intellectual diversity rests as an ideal of the Academy. This may require you to not take things personally and instead view others’ comments or feedback as simply an opinion- not an attack or insult on you, your life, or your character. Be kind, respectful, polite, professional and open-minded in your responses to one another.
2. This is a DL course and given that it is largely self-directed you are expected to stay on top of your assignments. BEFORE you send an email to the instructor inquiring about assignments, class schedule, etc., be sure you have read your syllabus, checked the discussion board entitled “PAD 4604 FAQ”, reviewed your texts, and looked at the course schedule to see whether or not your question is already answered in said materials.
3. It is highly recommended that, as college students and working professionals, you develop the habit of proofreading and reviewing ALL work (including emails) that you submit to any of your professors, colleagues, or supervisors. This will help you to identify any careless errors and increases your chances for submitting quality work.

**Student Assignments**

You will have a variety of assignments this semester. They will all be available on blackboard and you must submit select assignments through Turnitin and be sure to participate in the discussion boards provided for that week. The expectation is that all assignments are completed with correct grammar, punctuation, formatting, spelling, organization, etc. that meets both APA standards and constitutes good academic as well as professional writing/communication.

**Description of Assignments**

* **Weekly Discussion Board Exercise (10 @ 10 points each for 100 points, 20 % total)**

For ten (10) of the weeks in the semester, a weekly discussion board forum will be provided. In this forum you will:

1. Complete the discussion board for that week by answering the prompt/question provided. This must be a thoughtful (2-3 paragraph minimum) response in which you make a clear, concise argument and defend your answer using the readings from that week as well as other outside sources (if needed). This assignment is worth 10 points. **\*DUE BY SUNDAY 11:59PM** of that week.

***\*If you choose to not respond to peer posts or provide substantial feedback it will be very difficult for you to earn a “9” or “10” for that week. Only those who engage, interact with peers, and support one another through thoughtful feedback and insights with peers qualify for earning a high grade on this exercise.***

\*\*Do not post attachments or word documents into the discussion board. Instead, post your review directly into the space provided in discussion board as well as your peer responses. Attachments will not be read or accepted.

* **Quizzes (10 @ 100 points, 20% Total)**

There is certain vocabulary, themes, and concepts you simply must know to engage in a thoughtful discussion about the course topics. There will be ten (10) quizzes this semester. These quizzes will be a collection of different question formats (multiple-choice, multiple answer, true/false, etc.). There will be ten (10) questions per quiz and the questions will be drawn from our 2 class texts as well as ted talks/videos and any supplemental readings for the week. Pay special attention to bolded and major themes, concepts, ideas, etc. If you read thoroughly, highlight, take notes, and properly organize your course materials these quizzes should not present much difficulty to you.

The quizzes will be administered via Canvas. You will have Mon. 12:00 AM – Sun. 11:59PM to complete the quiz. You will have 20 minutes and only one (1) attempt and it will be automatically submitted after time expires. Quizzes must be taken individually- you are permitted to use class materials and notes.

* **Annotated bibliography exercise (1 @ 100 points, 20% total)**

The annotated bibliographies will be submitted through Turnitin Link provided in the assignment section of Canvas AND be posted in the discussion board for peers to review. Be sure to do a good job with these article reviews as they will be used for your final paper. *Please see Appendix A at the end of the syllabus for a thorough description of details and requirements. See Appendix B for an example of the assignment.*

* **Current Events Ethics Case (1 @ 100 points, 20% total)**

In 4-5 double spaced pages, you will describe and analyze a specific ethics case from the news (i.e. a current event). *Appendix C provides further details.*

* **Final Test (1 @ 100 points, 20% Total)**

There will be a final test due the last week of the semester. More information/details will be provided after you return from spring break.

**Attendance, Makeup Test, and Late Work**

*Late Assignments Policy:* Generally, late submissions ***are not accepted*** and cut off times will prohibit late submissions on Blackboard. Valid excuses or requests for late submission are at the discretion of the instructor. Approval for a late submission must be obtained prior to the due date otherwise the student will earn a zero “O” for that assignment.

**Canvas Considerations**

You are expected to check Canvas regularly for announcements and updates. To be successful, it is estimated that you should spend 9 hours of study/preparation for class in addition to the 3 hours of online participation.

**Special Course Requirements**

*Assignments/writing:* All writing assignments are to be prepared using APA guidelines. Remember, you should not include ideas or quotations in a paper that are not your own without citing the reference/source. APA publishes a guideline book or you can access APA guidelines for free, online at Purdue Owl.

**Classroom Etiquette Policy/Netiquette**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism; however, remember you are adult students and professionals—your communication should be appropriate. You are expected to use correct spelling and grammar and write in complete sentences. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates’ posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

**Communication Policy**

* Announcements
  + You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you login to be sure you have read all of them since your last login session.
* Course-related Questions
  + Post course-related questions to the FAQ discussion board. Asking course-related questions in this way allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts. Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.
* Email Policy
  + Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion board within the course.

**Technical Problem Resolution Procedure**

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, ***but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased***. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eSuccess Advisor, Eduardo Santiago for assistance   
   Edwardo Santiago - eLearning Success Advisor - 561-297-3590 or  [esantia5@fau.edu](mailto:esantia5@fau.edu)
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit [http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux.](http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux)
3. Complete a Help Desk ticket <http://helpdesk.fau.edu/>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
   1. Select “Blackboard (Student)” for the Ticket Type.
   2. Input the Course ID.
   3. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
   4. Attach the Print Screen file, if available.
4. Send a message within Blackboard to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Blackboard, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

**Selected University and College Policies**

***Information for students with disabilities***

 In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodation due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 [(954-236-1222](tel:(954)%20236-1222)); or in Jupiter, SR 110 [(561-799-8585](tel:(561)%20799-8585))—and follow all SAS procedures.

***Academic integrity policy***

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see  [University Regulation 4.001](http://www.fau.edu/regulations/chapter4/index.php).

[***Plagiarism***](http://owl.english.purdue.edu/owl/resource/589/1/) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as one’s own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

*Religious Accommodation Policy Statement:* In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.  For further information, please see [Academic Policies and Regulations](http://www.fau.edu/academic/registrar/catalog/academics.php).

*University Approved Absence Policy Statement:* In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student’s responsibility to notify the course instructor at least one week prior to missing any course assignment.

*Incomplete Grade Policy Statement:* A student who registers for this course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (Incomplete). The grade of “I” is not used in computing a student’s grade point average. The grade of “I” should not be used to avoid a failing grade. It should only be used in cases when the student is passing the course, but for some extraordinary circumstance beyond the student’s control (s)he cannot finish the course requirements on time. The “I” merely indicates a temporary deferral of the final grade and it must be changed to a grade other than “I” within a specified time frame. The time frame may not to exceed one calendar year from the end of the semester during which the course was taken.

Students must bear in mind that the student cannot graduate with a grade of incomplete (“I”) on their FAU record. Before certification for graduation, every incomplete designation must be resolved at both undergraduate and graduate levels. The “I” grade is used only when a student has not completed some portion of the work assigned to all students as a regular part of the course. It is not to be used to allow students to do extra work subsequently in order to raise the grade earned during the regular term.

*Withdrawals:* Any student who decides to drop this course is responsible for completing the proper paper work required to withdraw. Be aware of the drop/add/withdrawal deadlines. Refer to the Registrar’s website for complete information site <http://www.fau.edu/registrar/registration/faqs.php#br>. Look for “How do I Add, Drop, or Withdraw from a course?” FAQs.

Students also need to contact their Financial Aid Counselor <http://www.fau.edu/finaid/contact.php> to determine if there will be any money due back to Financial Aid. Consult the [Academic Calendar](http://www.fau.edu/registrar/registration/calendar.php); drop/add deadlines are 5:00 pm.

*Grade Appeal Process:* A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

* There was a computational or recording error in the grading.
* Non-academic criteria were applied in the grading process.
* There was a gross violation of the instructor’s own grading system.
* The procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](http://www.fau.edu/regulations/chapter4/index.php).

*Disruptive Behavior Policy Statement:* Disruptive behavior is defined in the FAU Student Code of Conduct as *“... activities which interfere with the educational mission within classroom.”* Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

*Support Services and Resources:*

|  |  |
| --- | --- |
| Office of Information Technology Online Help Desk: | <http://helpdesk.fau.edu> |
| FAU Libraries Website: | [http://www.fau.edu/library](http://www.fau.edu/library/) |
| Center for Learning and Student Success Website: | <http://www.fau.edu/class> |
| University Center for Excellence in Writing: | <http://www.fau.edu/UCEW> |
| Math Learning Center: | <http://www.math.fau.edu/MLC> |
| Office of Undergraduate Research and Inquiry: | <http://www.fau.edu/ouri> |
| Office for Students with Disabilities Website: | <http://osd.fau.edu/> |
| Office of International Programs and Study-abroad: | [www.fau.edu/goabroad](http://www.fau.edu/goabroad) |
| Freshman Academic Advising Services: | <http://www.fau.edu/freshmanadvising> |

*Faculty Rights and Responsibilities:* Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

* To establish and implement academic standards
* To establish and enforce reasonable behavior standards in each class
* To refer disciplinary action to those students whose behavior may be judged to be disruptive under the *Student Code of Conduct*.

**\*The instructor reserves the right to modify the syllabus and following course schedule as necessary. All students will be informed of any changes made far before due dates.**

**PAD 4604 Spring 2018**

**Tentative Class Schedule**

\*Below, your *Organizational Ethics* book will be abbreviated as (OE), Sandel’s *Justice* text as (JU), & Greene’s *Moral Tribes* as (MT)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module/Unit | Dates | Topic | | Reading/Listening/  Viewing | To Do |
| LU (Learning Unit) |  | |  |  |  |
| Intro Week | Week of Jan. 8. Class Begins. | | Preparing & Intro to course | Syllabus  Course Schedule  Instructor introduction  (OE), Introduction | * Review Syllabus & Post questions in PAD 4604 FAQ DB * Post student intro * Reading * Take Syllabus Quiz |
| LU #1 | Week of Jan. 15 | | Defining ethics and ethical leadership in the context of the public sector | (JU), Ch. 1    Article: Goss (1996) | * Reading * Watch video * Post in discussion board * Quiz |
| LU #2 | Week of Jan. 22 | | Perspectives: Utilitarian and Libertarian | (JU), Chp. 2-4  (OE), pp. 3-8 | * Reading * Watch Video * Post in discussion board * Quiz |
| LU #3 | Week of Jan. 29 | | Perspectives: Kant, Aristotle, & Individual Ethics | (JU), Ch. 5 & 8  (OE), pp. 8-11, 13-27 & Chp. 2 | * Reading * Watch Video * Post in discussion board * Quiz |
| LU #4 | Week of Feb. 5 | | Perspective: John Rawl’s Theory of Justice & Ethical Decision Making | (JU), Ch. 6 & 7  (OE), pp. 10-13 & Chp. 3 | * Submit proposed ethics case in DB * Reading * Post in discussion board * Quiz |
| NO LU THIS WEEK | Week of Feb. 12 | | ***Annotated Bibliography Assignment Due*** |  | * Submit Annotated Assignment in Turnitin and Designated DB * ***DUE Sunday, February 18 @11:59PM*** |
| LU #5 | Week of Feb. 19 | | Interpersonal ethics in the organization | (OE), Ch. 4-6 | * Reading * Watch Video * Post in discussion board * Quiz |
| LU #6 | Week of Feb. 26 | | Group work and “groupthink” | (OE), Ch. 7  Groupthink and Road to Abeline; Getting to Yes | * Reading * Watch Video * Post in discussion board * Quiz |
| \*NO LU THIS WEEK\* | Week of March 5 | | **\*SPRING BREAK NO CLASS**\* |  | * DO SOMETHING FUN |
| LU #7 | Week of March 12 | | Leadership Ethics: Theories & Styles | (OE), Ch. 8-9 | * Reading * Video * Post in discussion board * Quiz |
| LU #8 | Week of March 19 | | Building an ethical organization | (OE), Ch. 10  Article: Phillips & Margolis (1999) Trevino et. al (2006) | * Reading * Video * Post in discussion board * Quiz |
| NO LU THIS WEEK | Week of March 26 | | ***Current Event Ethics Case Project Due*** | N/A | * Submit your ethics case project in Turnitin AND Designated DB * ***DUE Sunday, April 1 @ 11:59PM*** |
| LU #9 | Week of March April 2  April 6: Last day to drop w/o receiving an “F” | | “Hot spots” in org. ethics | (OE), Ch. 11 | * Reading * Video * Post in discussion board * Quiz |
| LU #10 | Week of April 9  April 6: Last day to drop w/o receiving an “F” | | Promoting citizenship and ethics in a global society | (OE) Chp12-13 | * Reading * Video * Post in discussion board * Quiz |
| NO LU THIS WEEK | Week of April 16 | | Prepare Final Exam | Meet individually with instructor or with peers for exam prep | * Prepare for final exam * Complete SPOTS |
| Finals Week | Week of April 23 | | \*Reading Days & Final Exams | Read, study, create notes/cheat sheet for exam, | * **TAKE FINAL EXAM** * ***DUE Sunday, April 30 @ 11:59PM*** |

**APPENDIX A**

**Annotated Bibliography Exercise (Expanded Description)**

**Due:** Sunday, February 18 @ 11:59PM

**Topic:** Find**(4)** articles that discuss organizational ethics and the role of ethics in public organization OR **(4)** articles that directly discuss ethics and public administration, public management, or governance.

**Description:** This is a two-part assignment:

1. Select four (4) peer reviewed journal articles and complete annotated bibliographies for each one based on the topics above. A peer reviewed article is found through electronic journal databases, google scholar, or journals on the library website. **DO NOT USE NEWS ARTICLES, BLOGS, MAGAZINES, OR OTHER MATERIALS** that are not peer-reviewed journal articles- if you choose to do so expect a severe penalty. Each annotated bibliographies should be properly cited in APA format and contain a paragraph or two (250-300 words per article) that provides a description and evaluation of the article and informs the reader of the article’s relevance and contribution.
2. After completing the annotateds for four (4) ***separate but interrelated*** articles, in one paragraph (3-4 sentences minimum), provide an exegesis, or summary, of how these articles all connect and link together. This means that you will need to find articles that all have something in common that allows you to connect them all. \*See Appendix C for an example/template of both parts one and two and see resources below for additional guidance on APA citations/annotateds.

**Grading & Submission**

Your grade for this assignment will be out of 75 points and determined based on the following criteria:

* Is each article properly cited, formatted, and grammatically correct according to APA standards?
* How well did the student summarize and describe important ideas, concepts and themes from each article?
* Is the annotated paraphrased properly (cite if needed) and does the student successfully discuss the article in her/his own words?
* How well did the student summarize the 4 articles and successfully link them together coherently and concisely?
* Are the articles applicable and pertinent to topic provided above and class topic?
* \*Each article is worth 20 points & exegesis is worth 20 points= (100 points)

**Annotated Bibliography Resources:**

Writing annotated bibliographies:<https://owl.english.purdue.edu/owl/resource/614/03/>

APA Citations & Formatting: https://owl.english.purdue.edu/owl/resource/560/01

**APPENDIX B**

**Annotated Bibliography Assignment Example**

-Use the below as a template

-***Remember you have four (4) articles due and not 3.***

- Be sure to choose articles that all will contribute to your final paper (you may use all four articles chosen as sources for final paper)

**(Title) The Centralization/Decentralization Debate in Public Administration**

**(Article #) Kaufman, H. (1969). Administrative decentralization and political power. *Public Administration Review, 29*(1), 3-15.**

Kaufman argues the administrative state (gov. agencies) and traditional modes of representation no longer satisfy demands and needs of the citizenry due to the sizeable and impersonal organizations and pluralistic politics. Democracy is being sacrificed as a result of the outgrowth of a large and formidable, yet complex and generalized, administrative state that is irresponsive to citizens’ needs/demands, fails in representativeness, and only occasions incremental changes. Simply put, administrative state possesses too much political power. To remedy such issues we must enlarge and strengthen executive-office staff and decentralize administration (organize by area, not function, and more local clientele influence/regional representatives), thus curtailing the power of the administrative state from both above and below.

**Kaufman, H. (1956). Emerging conflicts in the doctrines of Public Administration. *The American Political Science Review, 50*(4), 1057-1073.**

American governance and administrative history may be conceptualized as a succession of shifts emphasizing three central normative values: representativeness, politically neutral competence, and executive leadership. All three remain present (to varying degrees) through U.S. administrative history, yet none are ever fully realized. Herein lies a fundamental conflict and contradictions in our administrative institutions. Early on extensive power was vested in the legislature, reflecting the value of representativeness. However, this extensive legislature power failed (think spoils system & long ballot) and, in fact, had the opposite consequence, thus giving way to an emphasis on neutral competence (late 19th Century, the dichotomy). The wide discretion, mechanistic and rational means/modes, emphasis on purely objective standards, and secure tenure resulted in conflicts and failures in attaining the last value, executive leadership. The first two values occasioned too much fragmentation of government and “islands of decision-making” (p.1062). Fragmentation led to chaos, costliness, conflict, and irresponsibility.1 Kaufman argues that too much emphasis on neutral competence led to too much administrative power and bureaucratic discretion, thus sacrificing the power of the citizens and the executive, representative of the other two core administrative values.

**Long, N.E. (1949). Power and administration. *Public Administration Review, 9*(4), 257-264.**

“The lifeblood of administration is power,” argues Long (p.257). Moreover, all administrational values or institutions are embedded with politics. Whether implicitly or explicitly stated, law (legislative) and authority (administrative state/bureaucracy) also represent forms of power. Consequently, depictions of the Executive as a “reservoir of authority” are a distorted representation of the administrative system. Power is not exclusively derived from hierarchical chains of command, instead permeating the organization from all angles. The bureaucracy has a significant role in promotion of public policy and organizing a political basis for the survival and growth of the American political system. The bureaucracy also is recognized as a major source of representation. Bureaus and agencies also strive to maintain, accrue, and construct political support. Thus, administration is inherently political and entrenched in power (socio-political) struggles and it is inaccurate to assume that any of the systems generates enough power at any point of leadership to separate politics and administration. Administrative theory must examine the problem of identifying the sources and adequacy of power within each administrative institution along with the purposes of the polity.

**Exegesis:**

These three articles may be viewed as reflective of the federalist/anti-federalists debates. Do we need a large, centralized federal government, administrative bureaucracy (neutral competence) and expansive executive power or do we need a smaller, decentralized administrative state with more local participation (representativeness)? As Kaufman (1956; 1969) incisively notes, at least one of the three administrative institutions will always be sacrificed in pursuit of adequately achieving one (or more) of the others. Inherent contradictions and paradoxes, therefore, rest at the foundations of our governance system and public administration/politics.2 As Long (1949) discusses, all three administrative institutions depend upon power and all three are entrenched in politics. Power and politics, therefore, rest at the heart of public administration and are the driving force behind democratic values and administrative institutions. There seems to be an oscillating power dance between the three administrative institutions (Kaufman), with “degrees of power” being the generative force (Long) behind such dances. Administrative behavior must be viewed in the context of the extant political system and examine the power dynamics at play.

**APPENDIX C**

**Current Events Ethics Case**

**Due:** Sunday, April 1 @ 11:59PM

**Topic:** Ethics in Context: Exploring Ethics in Public Administration & Governance

**Description:** For this assignment your task is to identify a current event from the news within the last year in which there was an ethical dilemma, ethics breach/violation, or heated dispute that was the result of an ethics clash. This event MUST be a public sector case involving either a public administrator(s), public organization(s), or more generally government. It must be drawn from a credible news source (cite link in reference page). There are 3 general parts to this assignment:

1. In one (1) page max, provide a brief but cogent summary of the case and ***all the pertinent details*** surrounding it (that is, give us a nice description and context, essential players, important details, core arguments, etc. but leave out any unnecessary information).
2. In 1-2 pages, analyze the ethics and morals at play in the case. Identify deep core beliefs and values driving the decisions/infractions as well as which ethical perspective or theory the actors/organizations were using as arguments. This will require that you consult your (OE) text and your (JU) text and you are expected to defend your analysis using those sources as well as outside sources (***\*must use articles selected for annotated assignment***) that support your analysis of the event. The analysis should focus on the ethics underlying the event.
3. In the final page, provide your own thoughts, beliefs, and opinions about the case, how it was handled, whether or not it was “the right thing to do”- ***this also requires use of outside sources to defend your claim***. Then, suggest solutions, different ethical perspectives that may assist in finding resolution or another way of viewing the situation, and offer a critique of how the situation was handled. Here, whether you agree with the determined violations, transgressions, outcomes, solutions, etc. I want to see a critical assessment/evaluation that is original and creative.

**Requirements:**

* 3-4 pages typed, 10-12 in font, Times New Roman, double spaced
* APA style & formatting
* Reference page and in text citations where appropriate
* Concise & informative description of the event/case
* Cogent analysis of the ethics and ethical perspectives at play
* Creative and original evaluation/assessment/critique
* Submit in designated DB AND Turnitin
* ***Must use 6 sources minimum*** (text and annotated articles)