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Overview:

“It’s not hard to make decisions when you know what your values are.” - Roy E. Disney

Public administrators are responsible for making and implementing complex decisions. In many cases, these decisions are the subject of differing viewpoints, costs and benefits, risks and rewards, and outright controversies. Sometimes, they are truly life and death. Our personal lives are (usually) less complicated by comparison, but even so each day is simply a long series of small decisions. Whether we’re faced with the challenge of how to pay for a new school or whether to eat the last cookie, the decisions we make can either be arbitrary or guided by some sort of framework.

Ethics is about deciding whether and why a given decision is right or wrong. While this course will focus on ethics in the context of public administration, many of the concepts are applicable anywhere. The curriculum is divided into three parts: In Part I (Foundations), we'll review the major academic and philosophical approaches to the field, discuss what makes the public sector different in terms of ethics, and look at how the Constitution provides a unique foundation for our decision-making. In Part II (Organizations), we'll spend several sessions focusing on organizational attributes that promote ethics, and how leaders motivate employees to pursue ethical (or unethical) ends. In Part III (Putting Ethics to the Test), we’ll look at how ethics comes to life outside city hall, through public engagement and transparency, implementation of decisions, and sticking up for what’s right.

Course Objectives:

Throughout this course, students will demonstrate knowledge and understanding of:

- Major theories, applications, and limitations of ethics;
- Integration of the U.S. and state constitutions in public sector ethics;
- Public administrators’ influence in creating cultures of organizational ethics;
- Relationships between leadership approaches and ethical outcomes;
- Foundations and abuses of power and authority; and
- Tension between public policy, stakeholder interests, and limited resources.
Course Format and Grading:

Classes will be seminar-based, with frequent use of small-group discussion to explore scenarios or situations. To reflect the course emphasis on how organizations can promote or impede ethical decision-making, a portion of each student’s grade will come from a group project regarding organizational ethics. Students will be responsible for the following components of their final grades:

- 30%: Group project to identify and propose solutions for an organizational ethical problem
- 30%: Research paper (10-15 pages) on an issue in public administration ethics
- 25%: Opinion paper (10-15 pages) on an issue in public administration ethics
- 10%: Participation in class sessions, including attendance and contribution to discussions
- 5%: Personal vision and values statement

Accommodations:

For most students, graduate studies compete with other real-life demands and obligations. While students who choose to enroll in this course are expected to attend every class and complete all assigned work on time, the instructor understands there may be occasional unavoidable conflicts due to illness, professional travel, or unexpected emergencies. If you anticipate an unavoidable conflict, please notify the instructor as far in advance as possible to see if alternate arrangements can be made. Failure to do so, other than in a true emergency, will result in a five percent reduction in the class participation grade for a missed class or a five percent reduction per day past the due date for any other graded work. Other than in exceptional circumstances, accommodations will not be made for elective travel or other conflicts.

If you need a physical or academic accommodation for a disability, please notify the instructor and the Disability Resource Center (703-993-2474) as soon as possible. All academic accommodations must be arranged through the Disability Resource Center.

Academic Integrity:

Students are expected to adhere to the George Mason University Honor Code, which prohibits cheating, plagiarizing, stealing, and/or lying in any academic matter. Faculty in the Schar School have zero tolerance for academic dishonesty and will strictly enforce the Honor Code. For the full text of the Honor Code, including definitions of terms, visit oai.gmu.edu. For the Schar School Policy on Plagiarism, see the Master’s Programs Student Guide at schar.gmu.edu/current-students/masters-student-services/academic-policies-forms/schar-student-guide.
Required Resources:

Primary readings for each class session can be found in the following texts:

- GMU MPA Cohort 4; *The Ethical GPS: Navigating Everyday Dilemmas, A Local Government Guide*, 2007

Additional reading selections throughout the course will be provided by the instructor or available online.

Course Outline:

Notes:
- As a capstone course, the curriculum will make frequent connections to the previous courses in the MPA program. Significant connections are noted on the outline below.
- Readings and other assignments are listed under the class session at which they are due.

Part I: Foundations

- **Class 1 (January 23): Introduction to Ethics**
  What ethics is and isn’t, why it matters, and what gets in the way.
  
  **Reading Due:** (None)

- **Class 2 (January 30): Theories of Ethics**
  Nature of communities and societies, absolutism vs. relativism, major theories of normative ethics.
  
  **Assignment Due:** Personal Vision and Values Statement
  
  **Reading Due:** • Martinez - Introduction, Chapter 1, Chapter 2  
  • Sandel - Chapter 2

- **Class 3 (February 6): Why Public Service is Different**
  The Constitution and ethics in the public sector vs. private sector
  
  **Connections:** PUAD 502 (Administration in Public and Nonprofit Organizations)  
  PUAD 615 (Administrative Law)  
  PUAD 792 (Issues in Local Government Administration)
  
  **Reading Due:** • *Constitution of the United States* (Annotated by U.S. Senate) - Article IV, Article VI, Amendments 1-27  
  • *Constitution of Virginia* - Article I, Article II, Article VII, Article VIII  
  • Sandel - Chapter 5, Chapter 6
Part II: Organizations

- **Class 4 (February 13): Creating an Ethical Culture**
  Crafting shared vision and values, feedback loops, codes of ethics, and accountability.
  
  **Connections:**
  - PUAD 502 (Administration in Public and Nonprofit Organizations)
  - PUAD 540 (Public Policy Process)
  - PUAD 646 (Program Evaluation)
  - PUAD 670 (Human Resource Management-Public Sector)
  - PUAD 792 (Issues in Local Government Administration)

  **Assignment Due:** Opinion Paper Topic

  **Reading Due:**
  - Martinez - Chapter 5
  - Cohort 4 - Chapter I

- **Class 5 (February 20): Servant Leadership**
  Leadership philosophies, systems of administration, motivating people.

  **Connections:**
  - PUAD 520 (Organizational Theory and Management Behavior)
  - PUAD 670 (Human Resource Management-Public Sector)

  **Reading Due:**
  - Martinez - Chapter 3, Chapter 4

- **Class 6 (February 27): Power vs. Authority**
  Where does government get its mandate? How should government wield power?

  **Connections:**
  - PUAD 502 (Administration in Public and Nonprofit Organizations)
  - PUAD 615 (Administrative Law)
  - PUAD 792 (Issues in Local Government Administration)

  **Reading Due:**
  - Camus - (Entire Book)
  - Zimbardo, Philip. *When Good People Do Evil.*

- **Class 7 (March 5): Discretion and Corruption**
  Justice and mercy, abuses of power, red flags, consequences.

  **Connections:**
  - PUAD 520 (Organizational Theory and Management Behavior)
  - PUAD 615 (Administrative Law)
  - PUAD 646 (Program Evaluation)

  **Assignments Due:**
  - Opinion Paper
  - Research Paper Topic

  **Reading Due:**
  - (None)

- **Spring Recess (March 12)**
Part III: Putting Ethics to the Test

- **Class 8 (March 19):** **Human-Centered Design**
  Planning for our customers, not for ourselves. Involving stakeholders, reaching consensus, avoiding appearances of impropriety and conflicts of interest.

  **Connections:** PUAD 646 (Program Evaluation)  
  PUAD 792 (Issues in Local Government Administration)

  Reading Due: (None)

- **Class 9 (March 26):** **Public Engagement and Perception**
  Involving stakeholders, reaching consensus, avoiding appearances of impropriety and conflicts of interest.

  **Connections:** PUAD 646 (Program Evaluation)  
  PUAD 703 (Third Party Governance)

  Reading Due: (None)

- **Class 10 (April 2):** **Tragedy of the Commons**
  Allocating limited resources, individual vs. community interests.

  **Connections:** PUAD 511 (Problem Solving and Data Analysis I)  
  PUAD 540 (Public Policy Process)  
  PUAD 663 (State and Local Budgeting)

  Assignment Due: Research Paper

  Reading Due:  
  • “The Tragedy of the Commons,” Garrett Hardin, 1968  
  • Sandel - Chapter 8

- **Class 11 (April 9):** **Transparency**
  How can public officials be effective while under a microscope?

  **Connections:** PUAD 540 (Public Policy Process)  
  PUAD 615 (Administrative Law)  
  PUAD 792 (Issues in Local Government Administration)

  Reading Due:  
  • *Virginia Freedom of Information Act* - pp. 2-9, 41-43, 57-58

- **Class 12 (April 16):** **Courage**
  Making tough choices, taking responsibility, speaking up, apologizing.

  Reading Due:  
  • *Cohort 4* - Chapter II

- **Class 13 (April 23):** **Group Project Presentations**  
  (Groups 1, 2, 3)

- **Class 14 (April 30):** **Group Project Presentations**  
  (Groups 4, 5, 6)