



PA 4350: Public and Nonprofit Agencies, Management and Ethics

Tuesdays and Thursdays, 1:00-2:15 p.m.
August 19 – December 13, 2024
AD 3.214

Instructor Information

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Office Location: GR 2.212

Office Hours: Tuesdays and Thursdays, 11:30 a.m. – 12:30 p.m., and by appointment

Course Description

Leaders and managers of public and nonprofit agencies face unique challenges when it comes to ethics and accountability. This course provides an in-depth look at these issues from the perspective of both sectors, examining where they overlap and where they differ. Topics include an introduction to ethical theories and frameworks for public and nonprofit decision-making; acquisition and allocation of public and private funds; the role of bureaucracy in relation to public policy and management; and strategies for balancing the needs and demands of diverse stakeholders. Using real and hypothetical case studies, this course explores ethical dilemmas affecting nonprofit and public agencies to provide students with opportunities for practicing systematic, transparent decision-making that contributes to an ethical organizational climate.

Learning Objectives

At the conclusion of this course, you should be able to:

- Define ethics and identify factors that influence ethical conduct and decision-making in the public and nonprofit sectors;
- Compare ethical frameworks used to understand dilemmas and propose solutions;
- Analyze specific case studies for a variety of ethical issues in public and nonprofit contexts;
- Suggest ways that public and nonprofit organizations can prevent and correct misconduct, develop a spirit of ethical behavior, and institutionalize ethical values in the organization's culture; and
- Practice and refine writing, presentation, and collaborative skills.

Course Format

This course is an in-person class. Active, in-person attendance is expected as part of your successful completion of this course.

I will use the eLearning site for this class to post readings, assignments, announcements, and other materials. You may also use eLearning to communicate with me and with your classmates outside of our normal class time (e.g., using discussion forums or messages). You are expected to access and regularly monitor the eLearning site to stay up to date on course materials and expectations. I do not provide hard copies of class materials, so you will be permitted to use a computer or tablet to access course materials digitally in the classroom.

Course Readings

The following textbooks are required for the course:

Adams, G., Balfour, D., and Nickels, A.E. (2020). *Unmasking Administrative Evil* (5th Edition). Routledge. ISBN: 9781138362093

* You will need to purchase this book. Please purchase the 5th edition, as the cases discussed in the book have been updated.

Handy, F., and Russell, A.R. (2018). *Ethics for Social Impact: Ethical Decision-Making in Nonprofit Organizations*. Palgrave-Macmillan.

* This book is available as a free e-book through the UTD library. You do not need to purchase this book.

Svara, J. (2022). *The Ethics Primer for Public Administrators in Government and Nonprofit Organizations* (3rd Edition). Jones and Bartlett Publishers.

* This book is available as a free e-book through the UTD library; however, the book is limited to 3 viewers at a time, so you may wish to purchase this book to ensure timely access. You may purchase either the 2nd or 3rd edition.

Additional optional and required readings will be made available through UT Dallas course reserves, accessible via the eLearning site.

Course Schedule

<i>All assignments are due by 11:59 p.m. CST via eLearning on the date indicated.</i>	
Date	Topics, Readings, and Assignments Due
August 20	Course introduction, syllabus, and expectations

August 22	What is ethics? Readings: Svava (Chapter 1); Handy & Russell (Chapter 1)
August 27	Administrative ethics and responsibilities of public administrators Readings: Svava (Chapters 2 and 3) Syllabus Quiz due by 11:59 p.m. on eLearning.
August 29	Unique features of the nonprofit context Readings: Handy & Russell (Chapter 2); Rhode & Packel (2009); Miller-Stevens, Taylor, & Morris (2015)
September 3	Ethical frameworks, part 1 Readings: Handy & Russell (Chapter 3)
September 5	Ethical frameworks, part 2 Readings: Svava (Chapter 4)
September 10	Ethical frameworks, part 3 In-class activity: Ethical frameworks
September 12	Ethical frameworks activity: Group mini-presentations
September 17	Introduction to codes of ethics Readings: Handy & Russell (Chapter 4); Svava (Chapter 5)
September 19	In-class activity: Reading and analyzing codes of ethics
September 24	Approaches to ethical decision making Readings: Handy & Russell (Chapter 5); Svava (Chapter 7)
September 26	Promoting organizational ethics and reporting ethical misconduct Readings: Svava (Chapters 8 and 10)
October 1	Social equity and ethics Readings: McCandless & Ronquillo (2019); Sweeting (2022)
October 3	Midterm review
October 8	Midterm - in class
October 10	Administrative evil and technical rationality Readings: Balfour, Adams, & Nickels (Chapters 1 and 2)
October 15	Group Case Presentation 1 Group 1: The Holocaust (Balfour, et al., Chapter 3) Group 2: Public Policy (Balfour, et al., Chapter 5)
October 17	Group Case Presentation 1

	Group 3: Abu Ghraib (Balfour, et al., Chapter 4) Group 4: Flint Water Crisis (Balfour, et al., Chapter 6)
October 22	Profits and nonprofits, part 1: Fundraising ethics and donor intent Readings: MacQuillin & Sargeant (2018); AFP Code of Ethics; Donor Bill of Rights
October 24	Profits and nonprofits, part 2: The dirty money dilemma Readings: Taylor (2022); Levine (2019); Keefe (2017)
October 29	The ethics of nonprofit tax exemption Readings: Bach & Carroll (2018); Kenyon & Langley (2011); Sjoquist & Stoycheva (2010)
October 31	Ethical considerations in INGOs Readings: Bell & Carens (2004); Bhati & Eikenberry (2016)
November 5	Group Case Presentation 2 Group 1: "Tainted Money" (Handy & Russell, Chapter 6) Group 2: "Strings Attached" (Handy & Russell, Chapter 7) Final project format and topic selection due
November 7	Group Case Presentation 2 Group 3: "Sugarcoating" (Handy & Russell, Chapter 8) Group 4: "Values and Services" (Handy & Russell, Chapter 12)
November 12	Ethics management strategies for public and nonprofit organizations Readings: TBD
November 14	In-class activity
November 19	Data ethics in public and nonprofit organizations Readings: Baker & Hanna (2022); Bernholz & Ormond-Parker (2018)
November 21	Watch the <i>Art of the Steal</i> documentary Online activity: <i>Art of the Steal</i> Discussion forum - due by 11/24 at 11:59 p.m.
<i>Fall Break / Thanksgiving Holidays - No classes on 11/26 or 11/28.</i>	
December 3	Course wrap-up. No new readings assigned.
December 5	Final project workday - informal share and peer and instructor feedback.
<i>Final exam period - Final projects are due by Tuesday, December 10, via eLearning.</i>	

Assignments and Grading

Assignment Descriptions and Weights

1. *Attendance and Participation (20%)*

In-person attendance and active participation are required for this course. Failing to attend and engage in the class through discussion and dialogue, participation in in-class activities, and active listening both to your peers and to the instructor will result in a low score in this category. Please see below under Course Policies for more information on how your attendance and participation grade is calculated.

2. *In-Class Activities (20%)*

During the semester, we will have four graded activities, each worth 5% of your grade. These activities include three in-person activities (September 10 and 12, September 19, and November 14) and one online activity (November 21). Please note that you will be required to attend class in person to receive full credit for the in-person activities. I may add additional graded activities as the semester progresses at my discretion; however, the combined total weight for these activities will not exceed 20% of your course grade.

3. *Midterm Exam (20%)*

You will complete an in-class midterm exam on Thursday, October 8. The midterm will consist of a combination of multiple choice and short answer questions. This will be a closed-book exam. We will have an in-class midterm review on Thursday, October 3.

4. *Group Case Presentation 1 (10%)*

You will work in groups of 2-3 to present a case from the Adams, Balfour, and Nickels textbook. I will assign and post the groups after the initial add/drop period. Each group will have approximately 15 minutes to present their case, followed by a 15-minute facilitated discussion of the case. Each member of the group must present or facilitate during the time allotted. You may use slides or other multimedia as part of your presentation. We will go over expectations and requirements for these presentations in greater detail as the semester progresses. All students are expected to review the case prior to the start of class to support your classmates who are presenting.

5. *Group Case Presentation 2 (10%)*

You will work in groups of 2-3 to present a case from the Handy and Russell textbook. I will assign and post the groups after the initial add/drop period. Each

group will have approximately 15 minutes to present their case, followed by a 15-minute facilitated discussion of the case. Each member of the group must present or facilitate during the time allotted. You may use slides or other multimedia as part of your presentation. We will go over expectations and requirements for these presentations in greater detail as the semester progresses. All students are expected to review the case prior to the start of class to support your classmates who are presenting.

6. *Final Project (20%)*

You will complete an individual final project for this class. The final project will be due during the finals period on Tuesday, December 10, by 11:59 p.m. You will be able to choose the format and topic of your final project from the options below. Format and topic selections are due to me by Tuesday, November 5. We will have an in-class workday, in which you will be able to get feedback from me and your classmates, during the final week of class. More details about expectations and requirements will be discussed in class and posted on eLearning as the semester progresses.

You will choose one of the following four options for your final project. All final projects, regardless of format, will be expected to connect your topic to course materials and to cite references in correct APA style.

Complete a Real or Hypothetical Case Study:

- Case summary and analysis of a public or nonprofit case of your choice. This should be a case that we did not cover in class. (2000-2500 words)
- Fictional nonprofit or public sector case study and analysis. You may write your own case study focused on either a public or nonprofit example (should be fictional). You should use the examples from the Handy and Russell book as a guide for formatting your case study, and the example "Saving Daisy" as an example for framing the case study analysis. (2000-2500 words)

Research and Present a Contemporary Ethical Issue:

- Essay on a contemporary ethical issue facing public and/or nonprofit organizations. (2000-2500 words)
- Podcast episode on a contemporary ethical issue facing public and/or nonprofit organizations. (~30-minute podcast episode with short written description and reference/source list)

Grading Scale

99-100: A+
94-98: A
90-93: A-
87-89: B+

83-86: B
80-82: B-
77-79: C+
73-76: C
70-72: C-
65-69: D
Below 65: F

Grade Rounding Policy: If your grade is between two letter grades, I will round up to the next letter grade only if the decimal is above .5% (e.g., a 93.6 will round up from an A- to an A).

Course Policies

Statement on Diversity and Respectful Engagement

I expect that each of you will engage with your peers in a respectful manner and exhibit openness and empathy to new ideas and perspectives, especially those that are different from your own. Learning happens not only when we share our own ideas but also (and especially) when we practice deep listening toward others. Both speaking and listening are required components of a respectful dialogue with others.

Additionally, we may not always have the “right” answers. My hope is that this course will provide a space where we can work toward understanding together based on individual and collective experience and our thoughtful engagement with course materials. To that end, I encourage you to reflect critically on your own assumptions and be willing to engage with any discomfort that may arise as you work through these assumptions. Engaging in this way will enable us to build a learning community founded on mutual respect and collaboration.

I am here to facilitate your learning journey. Please don't hesitate to reach out to me with any questions or concerns as they arise so that I can best support your learning.

Communication

I am available via email and during scheduled office hours. You may request to meet with me over Teams or in person at a time outside of normal office hours by emailing me. I will respond to all emails within 24 hours between Monday and Friday. Emails received over the weekend will be answered by the following Monday, so please be proactive in asking any questions about class assignments in advance of the due dates. Per University policy, you **must** use your UTD email or an eLearning message to communicate with me. I will not answer emails sent from personal email addresses.

I realize that you have many other commitments outside of this class. While I expect you to meet course requirements and deadlines in a timely manner, I realize that other obligations

or conflicts may arise. As such, communication is key to building a successful learning community together. Please do not wait to notify me of any personal or professional conflicts until after a scheduled due date has passed. If you have a medical or family emergency that interferes with any aspect of this course, please let me know as soon as you are able. **If you are concerned about your ability to meet course expectations and requirements, please email me to set up a time to meet and discuss your options.**

Class Participation, Preparation, and Attendance

Participation and Attendance

This course is in-person, and attendance and active participation are expected and key to a successful semester together. You are required to attend all sessions, unless you have communicated with me in advance about a valid personal or professional reason for missing a session, or in case of an emergency. Apart from excused absences, you are allowed one unexcused absence without penalty. Additional unexcused absences will result in a 1% reduction in your course grade, up to 20% (i.e., it is possible to lose all possible points in participation and attendance if you never come to class). The table below outlines this policy:

Attendance	Percentage Points Lost
1 unexcused absence	0%; you get one “free pass”
2 unexcused absences	1%
3 unexcused absences	2%
...	...
21 or more unexcused absences	20%; equivalent to a 0 toward your participation and attendance grade

In order to create a community where we are respectful and supportive of each other’s learning, you are all expected to do your part through thoughtful sharing, active listening, participation in in-class activities, and appropriate use of personal devices (i.e., for notetaking or accessing digital course materials only). If you are present in all classes but do not actively and respectfully participate in classroom discussions and activities, and/or if you fail to demonstrate adequate preparation outside of class (e.g., by completing course readings prior to class or by contributing to any group assignments), your participation grade will be impacted.

Again, if you are concerned about your ability to complete this course successfully at any time for any reason, please reach out and schedule a meeting with me as soon as possible.

Completion of Group Assignments

This course includes some group assignments. I will provide in-class time for you to meet and coordinate with your group members as projects are assigned, but the majority of

work on group assignments will need to be arranged on your own time and in the format/modality agreed upon by you and your group members.

Religious Holidays

Please let me know if any of the course sessions or deadlines conflict with religious holidays you observe so that I can make accommodations for you.

Late Work

All assignments must be submitted electronically through eLearning by 11:59 p.m. on the date specified unless otherwise noted in the syllabus. It is your responsibility to communicate any concerns or conflicts you have regarding course deadlines as soon as possible, per the Communication policy above. It is important that you keep pace with course deadlines and assigned readings to avoid falling behind and to give your classmates the courtesy of your active and informed in-class participation and involvement in group work and other class activities.

Coursework submitted past the specified due date without prior approval will be penalized. Assignments turned in within 24 hours of the original due date are eligible for 90% of the original point total. Assignments turned in between 24 and 48 hours of the original due date are eligible for 80% of the original point total. No assignments will be accepted more than 48 hours after they are due except for situations where you have communicated with me prior to the deadline or in the case of a personal or family emergency.

You are allowed one three-day, no-questions-asked extension during the course without penalty on any individual assignment. Please let me know you are using your three-day extension when you submit the late assignment. This extension may not be applied to your contribution or portion of a group project.

General Formatting Guidelines for Written Work

Students often ask me how they should prepare their work when they hand it in. Below are some guidelines to follow for your written work:

1. Assignments may be single- or double-spaced and use 12-point Times New Roman font. For assignment length, I will go by word counts, not page counts, so you may use your own preferred spacing conventions.
2. You should use the *Publication Manual of the American Psychological Association* (APA) as the style guide for this course. Your work will be marked down if there are persistent errors and inconsistencies in your use of formatting and citation style. I recommend the Purdue Online Writing Lab APA guide as a helpful resource for using APA format (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html).

3. Assignments shall be properly sourced and shall contain a reference list, alphabetized by author (See APA guidelines for alphabetization conventions).
4. Please carefully proofread all written work for grammar, style, and clarity of presentation. Failure to do so will affect your grade on written work. Writing resources are available through the UT Dallas Writing Center (<https://studentsuccess.utdallas.edu/programs/writing-center/>).
5. Submit all assignments electronically through eLearning. Emailed assignments will not be accepted. Please name all submitted files using the following format: YourLastName_AssignmentName (e.g., Russell_FinalProjectTopic).

Technical Requirements and eLearning Resources

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

The eLearning page for this course can be accessed using your UT Dallas NetID account on the [eLearning](#) website. Several important course components, including readings and assignment descriptions, as well as communication from the instructor, will be posted using the eLearning site. In addition to in-class attendance and participation, you will be responsible for monitoring the eLearning site to access these materials.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

eLearning Communication Tools

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Plagiarism and Academic Dishonesty

No form of academic dishonesty will be tolerated. Work submitted in furtherance of the requirements of this course is subject to the University's academic integrity policy. Please go to www.utdallas.edu/conduct/dishonesty to learn more about the University's policies and procedures that apply to students who engage in academic dishonesty.

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. The instructor reserves the right to use any digital plagiarism detection program (such as www.turnitin.com) for papers in this course at her discretion. The simplest way to avoid plagiarism is to paraphrase the copied sentences in your own words, using proper citation for any source or idea not your own. If you have any questions concerning academic dishonesty or plagiarism, please do not hesitate to ask me.

An important dimension of academic integrity is proper referencing and citation. To this end, please use the citation style of the American Psychological Association (APA), the preferred citation style of public administration and policy research. You must use this style consistently throughout all written work whenever a source is cited. I recommend the Purdue Online Writing Lab as a quick reference guide for APA (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). You may also find a full APA style guide available through the UT Dallas library.

Generative AI

Cheating includes using unauthorized materials to complete an assignment ([Student Code of Conduct - UTDSP5003](#)). AI-generated content including writing, presentation slides/content, tables, code, analysis, or images should not be presented as your own work. Turnitin or other methods may be used to detect the use of AI. Under UTD rules about due process, referrals may be made to the Office of Community Standards and Conduct. Inappropriate use of AI may result in penalties, including a zero on an assignment.

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student Accessibility

has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Disability-related Accommodations

The University's Office of Student AccessAbility and I will work to make every effort to accommodate any student with a disability. For more information on the services of the Accessibility Office, please see <https://studentaccess.utdallas.edu/>. Please use this syllabus as your first resource for class-related questions and communicate with me proactively about how I might accommodate your specific needs.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: "As a Comet, I pledge honesty, integrity, and service in all that I do."

Additional policies governing student conduct may be found at <https://conduct.utdallas.edu/handbook/>.

Additional UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the instructor.