Code # HSS05 (2015)

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

|  |
| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

**POSC 3523**

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Administrative Ethics**

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Lecture**

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

**Standard letter**

5. Is this course dual listed (undergraduate/graduate)?

**No**

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

**No**

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Survey of major ethical theories and engagement with ethics in the administrative context.**

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

**No prerequisites or restrictions.**

b. Why?

**N/A**

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

**Fall, odd**

10. Contact Person (Name, Email Address, Phone Number)

**Dr. Amy Buzby,** [**abuzby@astate.edu**](mailto:abuzby@astate.edu)**, (870) 972-2217**

11. Proposed Starting Term/Year

**Summer 2016**

12. Is this course in support of a new program? **No**

If yes, what program?

**N/A**

13. Does this course replace a course being deleted?  **No**

If yes, what course?

**N/A**

Has this course number been used in the past? **No**

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program?

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

**No**

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**Students will gain proficiency in both ethical theory and applications of ethics. Because the assignments will require significant writing and research, the course will also develop analytic skills.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

**The mission of the Dept. of Political Science includes developing the ability “to build theory and apply it to problem solving” and “to increase their tolerance of differences and appreciation for ethical values.” This course will professionalize the students and prepare them to apply Political Science in the real world. It also will give Political Science majors another option in the Public Administration subfield. It will meet programmatic goals by preparing students to utilize ethics in both professions in the discipline and in citizenship.**

c. Student population served.

**Political Science majors and minors primarily, and any other interested undergraduates. The course is useful to any students looking to apply ethics in political and professional contexts, given that it combines primary text and institutional behaviors. This course may be of interest to any students going into business or management, in particular.**

d. Rationale for the level of the course (lower, upper, or graduate).

**Only upper-level students will be prepared to study ethics in depth, especially given the courses extensive use of primary texts taken from political theory, so the course is targeted toward those students.**

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Week One: Introduction to the Course, review of course policies and basic concepts of ethics**

**Week Two: Plato’s Ethical Theory**

**Week Three: Machiavelli and Ethics**

**Week Four: Kantian Ethics**

**Week Five: Mill’s Utilitarian Ethics**

**Week Six: Personal Ethics and Responsibility in the Administrative Context**

**Week Seven: Administrative Cultures and Ethics**

**Week Eight: Public Duty in the Administrative Context**

**Week Nine: Basics of Administrative Evil**

**Week Ten: Holocaust in Focus**

**Week Eleven: Contemporary Administrative Evil**

**Week Twelve: Real World Case of Ethical Breakdown (reading: primary documents regarding the BP Oil Spill case)**

**Week Thirteen: Presentations and Flex Day (in case of time lost to illness or school closure)**

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

**Students will complete several short papers during the semester and a larger research paper as a final project. Students will also give presentations based on those final project papers.**

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**N/A**

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

**No additional resources will be necessary.**

20. What is the primary intended learning goal for students enrolled in this course?

**Students will be able to analyze specific events and scenarios through multiple ethical perspectives, and will be able to identify ethical courses of action in public affairs.**

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

**Selections from Plato’s *The Republic***

**Selections from Mill’s *Utilitarianism***

**Selections from Kant’s *Grounding for the Metaphysics of Morals***

**Selections from Machiavelli’s *The Prince***

**Unmasking Administrative Evil, Guy B. Adams and Danny L. Balfour, Third Edition, Routledge, 2014**

**The Ethics Primer, James Svara, Second Edition, Jones and Bartlett Learning, 2014**

**Primary documents regarding the BP Oil Spill**

b. Number of pages of reading required per week: **Roughly 75-100**

c. Number of pages of writing required over the course of the semester: **20**

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: **Research project due at end of semester.**

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

**The successful student will gain an understanding of ethics in theory and administrative practice.**

Learning Activity: **Reading and applying concepts through written work.**

Assessment Tool: **Research projects and papers.**

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Learning Activity:

Assessment Tool:

**Outcome #3**:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally   
 Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally   
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Department of Political Science Associate Professor William McLean, Chair Professors: Reese Associate Professors: Harding, Hacker, Tusalem, Wang Assistant Professors: Ausderan, Buzby, Levenbach, Warner Instructors: Hilson

The Department of Political Science provides students with the information and the intellectual stimulus needed to cope with the problems of modern politics. A concrete orientation toward specific careers is provided by a program of coursework that prepares students for law school as well as careers in politics, public and foreign service, teaching, journalism, and business. Individual courses focus on urban, state, national, and international government—the executive, judicial, and legislative branches; the politics of Europe, Africa, Mideast, and East Asia; and the theoretical presuppositions underlying political differences within and between nations. The bulletin can be accessed at http://www.astate.edu/a/registrar/students/ Major in Political Science Bachelor of Arts A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

POSC 3433. Political Ideologies POLITICAL THEORY. Contemporary political ideas and movements, including liberalism, conservatism, anarchism, fascism, communism, and nationalism. Fall,

even.

POSC 3453. Modern Political Theory POLITICAL THEORY. Writings of modern political philosophers such as Machiavelli, Hobbes, and Rousseau. Spring.

POSC 3503. Principles of Public Administration PUBLIC ADMINISTRATION. Survey of

the field of public administration and its problems. Spring.

POSC 3513. Public Budgeting Process PUBLIC ADMINISTRATION. The public budgeting

processes of the United States and of Arkansas, administrative and political problems connected

with raising and expending public revenues. Spring, even.

**POSC 3523 Administrative Ethics. PUBLIC ADMINISTRATION. Survey of major ethical theories and engagement with ethics in the administrative context. Fall, odd.**

POSC 4003. Special Topics Political Psychology GENERAL POLITICS. Focuses on the core

concepts and theories involved in the psychological understanding of politics and on the applications

of these concepts and theories across the substantive areas of the discipline of political science.

In addition, this course is concerned with the development of empirical studies by the students.

May be repeated once for credit with a different subtitle. Demand.

POSC 4113. American Legislative Process AMERICAN POLITICS. Structure and organization

of legislative bodies, with a detailed study of legislative processes. Spring, odd.

POSC 4123. Women in Politics AMERICAN POLITICS. An examination of the interrelationship

of gender, politics, and popular culture. Spring, odd.

POSC 4143. Public Opinion and Public Policy AMERICAN POLITICS. The function of

public opinion in political systems, and methods for revealing public preferences; with principal

focus on the US case. Dual listed as POSC 5143. Spring, odd.

POSC 4153. Politics and Popular Culture by the Decade An analysis of the intersection of

politics and popular culture for a particular decade, to be chosen by instructor. Fall even.

 POSC 4223. Middle Eastern Political Systems COMPARATIVE POLITICS. Major Middle Eastern political systems, with concentration on their common characteristics and major differences. Spring, odd.POSC 4233. Life Sex Death or Body Politics in Comparative Perspective. COMPARATIVE POLITICS.A cross-national study of policy and policy change with respect to state regulation of the body. Prerequisite: Completion of POSC 3003 or permission of the instructor. Spring, even.

POSC 4313. International Organization INTERNATIONAL POLITICS. Development, structure,

and politics of international organizations such as the United Nations. Fall, odd.

POSC 4453. Analysis of Contemporary Political Theory POLITICAL THEORY. An analytical

and theoretical examination of one or more theoretical political issues of the 20th and 21st centuries.

Topics of analysis may include democracy, justice, community, political ethics, multiculturalism, or

the theories of a particular political philosopher or school of political philosophy. Content will vary.

Spring.

POSC 4503. Public Policy, Politics and Power PUBLIC ADMINISTRATION Provides a framework for understanding the fundamentals of the American public policy making process, the political

context in which it operates and the theories of power that affect it. Spring, odd.

POSC 4513. Disaster Response Operation Management PUBLIC ADMINISTRATION. Roles

and responsibilities of public managers and others within the National Incident Management System.

May be credited toward Minor in Homeland Security and Disaster Preparedness. Fall-odd.

POSC 4523. Public Personnel Administration PUBLIC ADMINISTRATION. Policies, methods,

and techniques utilized in public personnel. Fall.

POSC 4533. Environmental Law and Administration PUBLIC ADMINISTRATION. Overview

of current environmental law, its administration and enforcement. Demand.