

**Institute of Administrative Sciences**  
**Faculty of Business, Economics, and Administrative Sciences**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	BS Management	<b>Course Code</b>	<b>MGT-332</b>	<b>Credit Hours</b>	3
<b>Course Title</b>	<b>Citizenship and Public Ethics</b>				
<b>Course Introduction</b>					
<p>This course will begin with an overview of theories and concepts in the study of ethics, and administrative ethics in particular. Following that we will confront the alienation of the U.S. citizenry from their governments. We will then move backward in time to an examination of the legal and ethical traditions of U.S. citizenship, with major emphasis on the latter. These traditions will be reviewed with concern for their implications for the current practice of public policy making and management. Finally, proposals for moving American society toward more active citizenship will be considered and examples of citizen participation in governance will be presented.</p>					
<b>Learning Outcomes</b>					
<p>This is an advanced level course in the area of public administration and is designed to acquaint students with the concepts of citizenship and public ethics. The specific objectives of the course are to</p> <ol style="list-style-type: none"> <li>1. gain a grasp of basic ethics terms, concepts, theories, and decision models;</li> <li>2. understand the levels of deliberation at which ethical problems are addressed;</li> <li>3. design effective responses to ethical problems;</li> <li>4. to look at the social and political setting in which public administrators make ethical decisions</li> <li>5. gain a general understanding of the sources of ethical obligation that gave rise to a tradition of active citizenship</li> <li>6. examine contemporary proposals for achieving an expanded role for citizens in public policy making and management</li> <li>7. review current manifestations of active citizenship</li> <li>8. acquire knowledge of techniques and methods for encouraging active citizenship.</li> </ol>					
<b>Course Content</b>					<b>Assignments/Readings</b>
<b>Week 1</b>	<b>Unit I:</b> Paradigm Shifts in the Modes of Governance				
<b>Week 2</b>	<b>Unit II:</b> Citizenship				
<b>Week 3</b>	<b>Unit III:</b> Active and Participatory Citizenship				
<b>Week 4</b>	<b>Unit IV:</b> Civic Trust and Citizenship				
<b>Week 5</b>	<b>Unit V:</b> Coproduction of Public Services				
<b>Week 6</b>	<b>Unit VI:</b> Collaborative and Inclusive Government				
<b>Week 7</b>	<b>Unit VII:</b> Digital Participation				
<b>Week 8</b>	<b>Unit VIII:</b> Ethics: an introduction				
<b>Week 9</b>	<b>Unit IX:</b> Understanding Ethical Decision Making				

<b>Week 10</b>	<b>Unit X: Administrative Responsibility: The Key to Administrative Ethics</b>	
<b>Week 11</b>	<b>Unit XI: Conflicts of Responsibility</b>	
<b>Week 12</b>	<b>Unit XII: Maintaining Responsible Conduct in Public Organizations</b>	
<b>Week 13</b>	<b>Unit XIII: Integrating Ethics with Organizational Norms and Structures</b>	
<b>Week 14</b>	<b>Unit IV: Safeguarding Ethical Autonomy in Organizations</b>	
<b>Week 15</b>	<b>Unit V: Applying the Design Approach to Administrative Ethics</b>	
<b>Week 16</b>	Revision	

### **Textbooks and Reading Material**

- Cooper, Terry L. (2012). The Responsible Administrator: An Approach to Ethics for the Administrative Role., 6th edition. San Francisco: Jossey-Bass.
- Cooper, Terry L. (2001). Handbook of Administrative Ethics. New York: Dekker Marcel.
- Menzel, Donald. C. (2017). Ethics management for public and nonprofit managers: Leading and building organizations of integrity (3<sup>rd</sup> Edition). Routledge

### **Teaching Learning Strategies**

This course makes use of interactive teaching and learning strategies which engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.

### **Assignments: Types and Number with Calendar**

Will be decided by the course instructor

### **Assessment**

<b>Sr. No.</b>	<b>Elements</b>	<b>Weightage</b>	<b>Details</b>
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.