

**North Carolina State University  
School of Public & International Affairs  
Ph.D. in Public Administration Program**

**PA 810A: Research Ethics and Professional  
Development for Public Administration (Special Topics)**

**Spring 2009**

**DRAFT for 1/13/2009**

Dr. Jerrell D. Coggburn  
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Class Meetings/Location: Tuesdays, 3:00-5:45 PM/Daniels Hall, Room 222

**Course Description and Objectives**

This special topics course is be offered in response Public Administration doctoral students' feedback indicating their desire for: 1) research ethics instruction more tailored to the Public Administration context; and 2) professional development aimed at socializing doctoral students to academic careers. The course is intended for students in their first or (preferably) second years of doctoral study. *For your respective plans of work, the course will serve as a substitute for the required PHI 816 (Research Ethics) course.* The course's objectives are to: heighten awareness of ethical issues in Public Administration research and instruction; develop moral reasoning skills; and to develop professional knowledge, skills, and abilities that will increase the likelihood of a successful academic career.

**Course Requirements**

***Class participation and reaction papers.*** Regular class attendance and active participation are expected. As indicated below, all required course materials will be made available. You are expected to read assigned materials in advance and actively participate in our seminar discussions. To facilitate this, you must write brief weekly reaction papers (*maximum* one page, single spaced) for the assigned readings. A reaction paper is just that—your reaction to arguments raised in the various readings. You need not comment on every assigned reading (although you may end up doing so): the idea, rather, is for you to offer your reactions to the readings, raise points of agreement and/or disagreement, generate questions, etc. In addition, we may on occasion discuss case studies in class: meaningful discussion of such cases hinges on your preparation. Finally, on various days I will ask for you to bring in certain materials (see “*For Discussion*” in the course schedule) relevant to our assigned topic: Doing so is also part of expected class participation.

***Research presentation.*** As a scholar, you will be expected to present research in professional settings. Thus, it is important that you gain proficiency in presentation skills. On our final class meeting, each student will make a formal research presentation (typically, about a 15 minute presentation, to be followed by questions and discussion). For the assignment, you may choose to present: 1) your own original research paper (i.e., if you have prepared one for another seminar or for presentation/publication); or 2) a paper published by a member of the NC State faculty as if it was your own. Whichever route you take, you will need to provide a copy of the paper to the other class participants the week prior to the presentations: This will allow your colleagues the chance to read the papers, develop questions, etc.

**Preparing a vita and cover letter.** Your vita is your primary means for communicating your professional qualifications and interests. For this assignment, you are to prepare a draft vita. We will review and critique vitas with an eye toward improving them. Also, you need to be familiar with the academic placement process. So, you will also need to identify a job (from *PA Times*, the *Chronicle of Higher Education*, etc.) and prepare a mock cover letter as if you were actually applying for the advertised position.

**Attending a monthly faculty meeting.** The PA faculty meets on the second Monday of the month each month during the academic year. These meetings are always open to PhD students, as it is important that you see firsthand how departmental business is conducted. For this class, you will need to attend one faculty meeting (in February, March, April, or May).

### Required Textbooks/Readings

There are no required textbooks for this course. All readings and case studies will be provided in either electronic or hard copy format.

### Grading

Grading for this 1.5 credit course will be on a S/U (“satisfactory” or “unsatisfactory”) basis. To receive a grade of “S,” students must attend all class meetings, complete all assignments, and actively participate in class discussions.

## COURSE SCHEDULE

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### JANUARY

13     **Introductions, Overview, Needs Assessment and Syllabus Finalization**

20     **Research Ethics: Common Ethical Issues and Frameworks for Resolving Them**

*Assignment due:* Reaction paper

Ethics for the Next Generation <http://chronicle.com/weekly/v52/i19/19b01101.htm>

The Ethics of Technology <http://chronicle.com/weekly/v54/i08/08c00101.htm>

State Law Forces Kansas Professors to Disclose Financial Dealings  
<http://chronicle.com/weekly/v52/i35/35a02703.htm>

The Taint of ‘Misbehavior’ <http://chronicle.com/weekly/v52/i25/25a01401.htm>

Peach, L. (1995). “An Introduction to Ethical Theory.” In *Research Methods: Cases and Materials*, pp. 13-26. Bloomington, IN: Indiana University Press.

Mitchell, J. (1998). “Ethical Principles for Public Administration Research.” In J. S. Bowman and D. C. Menzel (Eds.), *Teaching Ethics and Values in Public Administration Programs*, pp. 305-320. Albany, NY: SUNY Press.

- 27 **Research Ethics: Human Subjects, IRBs** (Invited guest: Debra Paxton, NC State IRB)

*Assignment due:* Reaction paper

Revisiting the Stanford Prison Experiment: a Lesson in the Power of Situation  
<http://chronicle.com/weekly/v53/i30/30b00601.htm>

Illinois Questions Professors' Ethics <http://chronicle.com/weekly/v53/i19/19a02601.htm>

Deregulating Low-Risk Research <http://chronicle.com/weekly/v53/i48/48b01601.htm>

Sieber, J. E., Plattner, S., and Rubin, P. (2002) "How (Not) to Regulate Social and Behavioral Research." *Professional Ethics Report XV*(2), pp. 1-4. <http://www.aaas.org/spp/sfrl/per/per29.pdf>

The Wrong Rules for Social Science? <http://chronicle.com/weekly/v47/i26/26a02101.htm>

Oakes, J. M. (2002). "Risks and Wrongs in Social Science Research: An Evaluator's Guide to IRB." *Evaluation Research* 26(5):443-479.

The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research <http://ohsr.od.nih.gov/guidelines/belmont.html>

## FEBRUARY

- 3 **Ethical Issues in the Classroom**  
(Invited guest: Dr. Steven Greene, Department of Political Science)

*Assignment due:* Reaction paper

Haruna, P. F. (2007). "Dimensions of Ethical Dilemmas in Classroom Participation." *PA Times* 30(6):6.

Whicker, M. L. (1998). "The Ethics of Faculty-Student Relations: Identifying Boundaries." In J. S. Bowman and D. C. Menzel (Eds.), *Teaching Ethics and Values in Public Administration Programs*, pp. 271-285. Albany, NY: SUNY Press.

Cox, G. H., Jr. (1998). "The Ethics of Graduate and Professional Advising." In J. S. Bowman and D. C. Menzel (Eds.), *Teaching Ethics and Values in Public Administration Programs*, pp. 287-303. Albany, NY: SUNY Press.

McKeachie, W. J., and Svinicki, M. (2006). "The Ethics of Teaching and the Teaching of Ethics." In *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 12<sup>th</sup> ed., pp. 325-341. Albany, NY: SUNY Press.

- 10 **Navigating the Doctoral Program**

*Assignment due:* Reaction paper

Rossmann, M. H. (1995). "The Graduate Committee." In *Negotiating Graduate School: A Guide*

for *Graduate Students*, pp. 45-62. Thousand Oaks, CA: Sage Publications.

Johnson, W. Brad, and Huwe, Jennifer M. (2003). *Getting Mentored in Graduate School*, selected chapters. Washington, DC: American Psychological Association.

Austin, A. A. (2002), "Preparing the Next Generation of Faculty: Graduate School as Socialization to the Academic Career." *The Journal of Higher Education* 73(1):94-122.

Useem, B. (1997). "Choosing a Dissertation Topic." *PS* 30(2):213-216.

Chisolm, D. (1987). "Reflections on the Dissertation Committee." *PS* 20(2):257-262.

Betrayed by Your Adviser <http://chronicle.com/jobs/news/2006/02/2006022001c.htm>

If Dissertations Could Talk, What Would They Say?

<http://chronicle.com/weekly/v49/i40/40b00901.htm>

- 17 **Academic Careers** (applying for jobs, interviewing, negotiating an offer, etc.)  
(Invited participants: NC State doctoral students "on the market")

**Assignments due:** 1) Reaction paper; 2) Draft vita and cover letter; 3) Copy of paper to be presented during the 2/17 class

Wuffle, A. (2006). "Uncle Wuffle's Advice on Job Talks." *PS* 39(4):883-886.

Axelrod, R. (1985). "Tips for an Academic Job Talk." *PS* 18(3):612-613.

Gould, J. B., and Keeter, S. (2003). "No Second Chance at Making a Good First Impression." *PS* 36(4):791-794.

The First Interview <http://chronicle.com/jobs/news/2008/12/2008121801c.htm>

Asking the Right Questions <http://chronicle.com/jobs/2006/01/2006011101c.htm>

Strange Tales from the Trenches <http://chronicle.com/weekly/v53/i36/36c00101.htm>

Discernment, Discretion, and Desperation

<http://chronicle.com/jobs/news/2008/01/2008010301c/careers.html>

Go Ahead, Haggle <http://chronicle.com/jobs/2005/11/2005110801c.htm>

Academic Job Search: Preparing Application Materials (University of Washington Center for Career Services)

Academic Jobs: Interviewing and Negotiating (University of Washington Center for Career Services)

- 24 **Academic Institutions and Research**

**Assignment due:** Reaction paper

**A. Institutions** (Types of institutions; Reappointment, Tenure, and Promotion.)

**For discussion:** Bring in copies of the reappointment, tenure and promotion guidelines from three universities.

Carnegie Classifications (Browse: <http://www.carnegiefoundation.org/classifications/>)

What Has Happened to the Professoriate? <http://chronicle.com/weekly/v53/i07/07b00801.htm>

Road Signs to Tenure <http://chronicle.com/jobs/news/2004/02/2004021701c/careers.html>

Were the Road Signs Wrong? <http://chronicle.com/jobs/news/2006/02/2006020801c/index.html>

Wuffle, A. (1993). "Uncle Wuffle's Advice to Assistant Professors." *PS* 26(1):89-90.

#### **B. Research** (What is Scholarship? Submitting research: where and how?)

**For discussion:** Bring in copies of the manuscript submission guidelines and statements of purpose for several Public Administration journals. Also, if you have already submitted an article for publication (and I hope you have!), please bring in your referee reports.

Koliba, C. J. (2007). "Engagement, Scholarship, and Faculty Work: Trends and Implications for Public Affairs Education." *JPAE* 13(2):315-334.

Forrester, J. P., and Watson, S. S. (1994). "An Assessment of Public Administration Journals." *PAR* 54(4):474-482.

Taking Time for R&R <http://chronicle.com/jobs/news/2008/01/2008010801c/careers.html>

Polsky, A. J. (2007). "Seeing Your Name in Print: Unpacking the Mysteries of the Review Process..." *PS* (40):539-543.

#### **C. Academic Research Presentations**

**For discussion:** Review the papers to be presented by your colleagues and formulate a few questions about each.

The Truth Is, You Gave a Lousy Talk

<http://chronicle.com/jobs/news/2007/12/2007122101c/careers.html>

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### **Policy on Student Conduct**

Academic misconduct in any form (e.g., academic dishonesty, cheating, plagiarism, etc.) will not be tolerated. Instances of academic misconduct will be dealt with swiftly, consistently, and sternly following established university policy and procedures. If you have questions about what constitutes academic misconduct, please consult NC State's policy, *Code of Student Conduct* (Available on-line at: [www.ncsu.edu/policies/student\\_services/student\\_discipline/POL11.35.1.php](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php)).

### **Policy on Late Work and Incompletes**

All assignments are due at the beginning of class on the dates specified in this syllabus. *Late work will not be accepted* unless there are extenuating circumstances that truly prevent you from completing your assignments on time. In all such instances, you must provide written documentation and prior notification (if practical). Incomplete (IN) course grades will be assigned only in those rare instances of truly extreme personal/family emergency or hardship—simply having “too much to do” does not qualify—and only if the requirements for an IN are satisfied (see 3.18 F in the NC State *Graduate Handbook*, available at: [http://www.ncsu.edu/grad/handbook/section3\\_18.php#incompletes](http://www.ncsu.edu/grad/handbook/section3_18.php#incompletes)).

### **Students with Disabilities**

Reasonable accommodations will be provided for students with verifiable disabilities. Students seeking such accommodations must register with Disability Services for Students (1900 Student Health Center, Campus Box 7509, 515-7653; for additional information on disability services see [www.ncsu.edu/provost/offices/affirm\\_action/dss](http://www.ncsu.edu/provost/offices/affirm_action/dss)).

### **About the Professor**

**JERRELL D. COGGBURN** is Associate Professor and Chair of Public Administration in the School of Public and International Affairs (SPIA), North Carolina State University. His main research interests are in human resources management, public management, and public procurement. He is a past recipient (with Sandra K. Schneider and William G. Jacoby) of the William and Frederick Mosher Award for the best *Public Administration Review* article written by an academician. Coggburn serves on the editorial board of the *Review of Public Personnel Administration* and the Executive Board of the American Society for Public Administration's Section on Personnel Administration and Labor Relations. His research has appeared in *Public Administration Review*, *Review of Public Personnel Administration*, *Journal of Public Administration Research and Theory*, *Public Performance & Management Review*, *International Journal of Public Administration*, *Public Administration Quarterly*, and other scholarly outlets. Prior to joining SPIA, Coggburn was a faculty member (1999-2007) and department chair (2004-2007) at The University of Texas at San Antonio. Coggburn received the B.A. degree in Political Science from Oklahoma State University and the MPA and Ph.D. degrees from the University of South Carolina.