

Introduction to Public Administration

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SCHOOL OF PUBLIC AFFAIRS AND ADMINISTRATION
RUTGERS UNIVERSITY – NEWARK

Spring Semester 2018

This syllabus is subject to change

Instructor Information

Dr. Richard Box

352-226-8618 (by appointment, please)

boxrc3@gmail.com

MPA Mission Statement

Through a culture of innovation and based upon the values of **diversity, competence, knowledge, service, and ethical practice**, we pursue an evidence-based approach to the effective, equitable, and accountable implementation of public policy. Distinguished academic scholars, complemented by adjunct faculty rich in relevant government and nonprofit experience, deliver a capacity-based curriculum. We are dedicated to student success in applying such knowledge via effective ethical public service leadership.

Grading

Final grades in this course will be assessed using the following breakdown:

Letter Grade	Definition	Numerical Equivalent
A	Outstanding	89.5 – 100
B+	Very Good	84.5 – 89.49
B	Good	79.5 – 84.49
C+	Intermediate	74.5-79.49
C	Satisfactory	69.5 - 74.49
F	Failing	< 69.5

Support for Students with Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

For more information, please contact Kate Torres at (973)353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, on the 2nd Floor or by contacting odsnewark@rutgers.edu.

Academic Integrity

The University's Honor Code is in effect at all times. For more information, please visit: <http://academicintegrity.rutgers.edu>.

Student Learning Outcomes

By the end of this seminar, students will be able to achieve the following student learning outcomes:

- To be able to lead and manage in public governance (SLO 1).
- To participate in and contribute to the public policy process (SLO 2).
- To analyze, synthesize, think critically, solve problems, and make decisions (SLO 3).
- To articulate and apply a public service perspective (SLO 4).
- To communicate and interact productively with a diverse and changing workforce and citizenship (SLO 5).

Texts

Required

Johnson, William C. 2014. *Public Administration: Partnerships in Public Service*. 5th ed. Long Grove, IL: Waveland Press. [Note: Only the fifth edition can be used for this course.]

Box, Richard C. 2018. *Essential History for Public Administration*. Irvine, CA: Melvin & Leigh. [Available as a Kindle book from Amazon by late December 2017—the book is new and the paperback will not be released until the middle of the semester. For class purposes, a good format is Kindle for PC (personal computer), because it shows page numbers that may be cited for coursework. Kindle PC does not require purchasing a Kindle, only downloading a free program. The website is:

<https://www.amazon.com/Amazon-Digital-Services-LLC-Download/dp/B00UB76290>]

Recommended

Turabian, Kate L. 2013. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. Chicago: University of Chicago Press. [Note: The ninth edition of Turabian will be available March 26.]

Course Description

This course offers a broad introduction to the study and practice of professional public administration. Public administration is a complex and varied field that draws upon many specialties in governing and managing organizations that serve society. Course content covers the cultural, economic, and political context of American public service and the role of the public service practitioner in a democratic society.

The semester is organized around three elements. The first is weekly reading and discussion. There are no exams in the course; instead, students engage with text materials, the ideas of classmates with a range of backgrounds and experience, and the professor's comments

on the readings and dialogue. The learning process is reinforced by writing notes that summarize and analyze the readings, and by online dialogue with class members and the professor about the readings.

The second element of the course consists of exposure to scholarly research in public administration through writing an analytical paper on selected journal articles. The third element offers in-depth knowledge about a particular aspect of public affairs by reading an assigned book and writing an analytical essay.

The professor's role in the course is to provide a conceptual framework and facilitate learning, beyond delivering factual material to passive learners. The professor will highlight areas of importance, provide linkage to other areas of knowledge, and offer assistance with writing.

Assignments

Reading Notes and Weekly Discussion

Content of Reading Notes

Each week with assigned readings contains three readings, consisting of assigned text chapters and topical websites. Class members write notes on one key idea from each of the readings—the notes are intended to encourage reflective reading and informed discussion. Key ideas usually appear in specific parts of a reading, though one could appear throughout a reading.

Each reading notes entry describes what the class member finds to be an important or interesting idea in the reading or one developed from research that begins with the reading. An entry then assesses one or more of the following aspects of the idea: strengths and/or weaknesses, practical application, points of interest or confusion, connections with current events or personal experience, or other features that seem notable.

For websites containing multiple links, such as elements of a government program, readers should explore those links to develop a full understanding. Also, readers are encouraged to expand the discussion by adding related websites they have found.

It should be emphasized that reading notes entries are about key ideas related to course materials. *They involve thoughtful discussion of specific concepts—they do not merely summarize key ideas or entire readings.*

Format of Reading Notes

Readings and key ideas should be clearly labeled with the name(s) of the author(s) of the assigned reading, the key idea, and its location in the reading if page numbers are given (most websites are not page numbered). For assigned web articles or videos, instead of the author, show the title of the article/video and name the key idea.

Examples of key ideas from the course text and from an assigned website are given at the end of the syllabus. Using those examples, reading notes headings would appear as: Johnson, special purpose local governments, pages 41-43; and “Income Inequality in the United States: What Do We Know and What Does It Mean?”, the Gini Index.

A reference list need not be included with reading notes (as well as weekly dialogue), but in-text parenthetical citation for page numbers must be given for quotations and for use of ideas from the readings when page numbers are given. Full parenthetical citation with author name and date is not necessary because the reading is specified by the assignment. Sources from course readings outside the weekly assignment should be cited, giving the web addresses of online sites.

Excessive quotation should be avoided; concepts should be summarized in the student's words. Each key idea should be discussed in 150-200 words, *not including citations, references, quotation, lists, or web addresses*, and separated into paragraphs where appropriate.

Posting Notes

Reading notes are posted on the Monday of the assignment week. All reading notes for the week are entered directly (*not by attachment*) in a *single post* to the weekly discussion site. The *heading of the notes entry includes the class member's name*. Incomplete assignments (brief or with readings missing) are not to be posted. The professor may respond to the reading notes when an additional thought or clarification would be appropriate.

Grading of Notes

Notes are given two points if they present an adequate review of material with supported analytical comments and clear and accurate writing. Notes that show incorrect review of material, incorrect format or length, readings missing, late posting, or problems with writing are graded one or zero points.

Comments on the Reading Notes of Class Members

Each student posts thoughtful and substantive comments on the key ideas of at least three other class members each week. To the extent possible, different class members should be chosen for comments each week. The comments are posted by Thursday. Each entry is 100-150 words in length. The weekly discussion is a participatory process intended for those who have read and written about the assigned material. For this reason, *only class members who have posted complete reading notes within the schedule may participate in the week's discussion for credit*.

Professor's Summary

By midday Saturday, the professor posts a summary discussion on the week's reading notes and class comments, offering, when appropriate, clarification, background information, and linkage to past or current events.

By Sunday, class members post a reply 150-200 words in length that responds directly to the professor's summary. The reply is posted in the professor's comments thread. The professor may respond to these messages when an additional thought or clarification would be appropriate.

Grading of Discussion

The weekly discussion contribution, which includes comments on class member's reading notes and replies to the professor's summary, will be given two points for complete and satisfactory work, or one or zero points for inadequate work, late posts, or work missing. Responses to group members and to the professor must both be completed for discussion points to be assigned.

Time Requirements

Reading notes and required discussion postings are only given credit if they are posted by 11:59 p.m. Eastern time on the last day of the time window specified (follow-up discussion postings can be made at any time). By arrangement *in advance* (except in case of emergency) with the professor, reading notes and weekly discussion may be submitted outside the regular

schedule by class members who will be absent during the weekly dialogue. Class members are not obligated to respond to materials that have been posted late by others.

Overview of the Weekly Schedule

Monday: Reading notes posted.

By Thursday: Comments on reading notes posted.

By Saturday midday: Professor's summary posted.

By Sunday: Class member replies to professor's summary posted.

Journal Paper

Content of Papers

This assignment is designed to familiarize class members with current topics in the scholarly literature of public administration. Using the online Rutgers Library, they read the titles of all the articles in a full volume (one calendar year, six or eight issues) of the *American Review of Public Administration* (ARPA). This is a well-regarded, general-purpose, peer-reviewed public administration journal that carries articles on a wide variety of topics. (There are several general-purpose journals in public administration, as well as special-purpose journals in areas such as public budgeting and finance and public personnel administration.)

Only the titles of full-length articles are read, not book reviews, editor's notes, or other commentary. Each class member chooses one volume/year to work with, from Volume 40 in 2010 to Volume 47 in 2017, not necessarily the most recent.

Each class member selects four articles, all or most from different issues of the volume, that are of interest and which connect to topics from course readings or discussion. They may or may not address a common theme.

Format of Papers

Journal papers contain the following elements:

- At the top, student name, the date, and assignment identification (Journal Paper).
- Four sections (15-20 lines per section), one for each article, each with a heading identifying the author(s) and the title of the article in the format of this example: Rosemary O'Leary and Nidhi Vij, "Collaborative Public Management: Where Have We Been and Where Are We Going?"
- In each section, a description of the central theme or argument of the article, the methodology used (survey, discussion of other scholarly works, case study, historical analysis, etc.), and the conclusions reached. Paragraphs should be used as appropriate to separate concepts. Parenthetical citations are given in Turabian format, with page numbers.
- A separate conclusion (15-20 lines) at the end of the paper summarizing what the class member has learned from reading the articles, including discussion of connections with course concepts.
- A reference list at the end of the paper in Turabian format. Using the example shown above, a reference list entry for one of the articles would appear as:
O'Leary, Rosemary, and Nidhi Vij. 2012. "Collaborative Public Management: Where Have We Been and Where Are We Going?" *American Review of Public Administration* 42, no. 5 (September): 507-522.

Posting Papers

The completed Journal Paper is posted as an attached Word file by Wednesday of the week in which it is due.

Comments on Papers

By Saturday, each class member posts comments on the journal papers of three other class members, discussing concepts of interest found in the papers of the other class members and linking them to course concepts where appropriate. Comments on each of the three papers are 150-200 words in length and the comments for the week are worth 5 points.

Book Review

Content of Reviews

In this assignment, class members read in depth about developments in the relationship between citizens and governments during several periods in American history. Each class member is assigned one book from the list below and writes a book review that begins with a section that summarizes the theme of the book. (We want a somewhat even distribution of assigned books for variety in reviews. Class members will indicate their first and second choices during the third week of class; choices will be accommodated to the extent possible.)

The second section describes some important concepts in the book and thoroughly discusses connections between these concepts and specifically identified and cited concepts from the semester's coursework (readings, class discussion, professor's comments). The third section discusses implications of concepts from the book for public administration, using specifically identified and cited concepts from the semester's coursework.

Format of Reviews

The format of the review is shown below. The section headings shown in bold type are the headings to be used in the paper. The lengths of the three sections of the review assume single space format and do not include citations, quotation, lists, and so on. The number of concept sub-sections shown is for illustration only.

Full parenthetical citations with page numbers are given for discussion, paraphrasing, or quotation of each concept or quoted words from the book and directly reproduced material is shown in quotation marks. A reference list is provided and parenthetical citations and reference list entries are shown in correct Turabian style. Material from professor's weekly comments or postings by class members or the professor are cited and referenced in Turabian format for personal communications. As an example, a citation would show as (Box 2018) with the accompanying reference entry (Richard Box, February 16, 2018, weekly course comments).

The following illustration shows the structure of the book review:

Jane Smith
Book Review Paper
April 25, 2018

The Big Burn: Teddy Roosevelt and the Fire That Saved America
by Timothy Egan

Introduction: Theme of the Book

[one-half page]

Important Concepts

[two to three pages]

Sub-section Title for First Concept

Sub-section Title for Second Concept

Sub-section Title for Third Concept

Implications for Public Administration

[one page]

References

Books for Review

Books from which to choose for the review assignment are listed below. They are available from Amazon or other outlets and also may be obtained from the inventory of local libraries or from their interlibrary loan service.

- Leonard Richards, *Shays's Rebellion: The American Revolution's Final Battle*. An uprising of farmers in Massachusetts that was a factor in creation of the U.S. Constitution.
- Timothy Egan, *The Big Burn: Teddy Roosevelt and the Fire That Saved America*. The story of a huge forest fire in Idaho and Montana in 1910 and the social and political difficulties in establishing the U.S. Forest Service.
- Neil Maher, *Nature's New Deal: The Civilian Conservation Corps and the Roots of the American Environmental Movement*. A cornerstone of the New Deal effort to put people to work, the CCC changed the relationship of government to the physical environment.
- Mohamad Alkadry and Leslie Tower, *Women and Public Service: Barriers, Challenges, and Opportunities*. A review of the history and contemporary issues of gender in legislation, law, and public sector administration.
- Susan Gooden, *Race and Social Equity: A Nervous Area of Government*. Race and inequity as a key issue for public administration, using illustrative case studies.

Posting Reviews

Class members post their reviews on the Wednesday of the week in which they are due, in an attached Word file with a post heading that includes the class member's name and the title of the book, allowing other class members to choose which reviews to read (for example: Jane Smith, *The Big Burn*).

Comments on Book Reviews

Each class member chooses three book reviews to read that are written by other class members about three different books. The reviews chosen are on books other than the one the class member reviewed. Each class member posts comments by Saturday on the chosen reviews, summarizing what she or he learned about the books, noting relationships to specifically identified course concepts.

The heading for each comment identifies the class member posting the comment, the author of the review, and the book reviewed. Comments on each of the three reviews are 150-200 words in length and the comments for the week are worth 5 points.

Process and Standards

Attribution and Plagiarism

When writing about, paraphrasing, or quoting the work of others, students must give proper attribution in the form of parenthetical citations and reference lists and quotation marks around directly quoted phrases or sentences, using the “*author-date*” *parenthetical citation and reference list format* of the most recent edition of the *Turabian manual (8th edition for this semester)*. (For basic examples, see the online *Turabian Quick Guide*; be sure to use the *author-date tab.*) Every concept from a source that is discussed or quoted is given a citation for the author(s)—not book editors, authors—and a corresponding reference list entry for the source (reference list entries are not provided for reading notes).

Failure to do this is plagiarism. Plagiarism is not allowed and fabricating quotations that do not appear in source material is also unacceptable. In weekly discussion, page number citations should be given to indicate locations in source materials. Full parenthetical citations with reference list entries are only needed when referring to works other than those assigned for the week.

Writing

The standard for writing in this course, including writing in online dialogue and e-mail messages, is that of the professional workplace and a graduate degree program. Writing must be clear, straightforward, and correct in punctuation and use of language. *Difficulties with writing that are noted by the professor should not appear in later written work*—this is a criterion for grading in the course.

The body of text in attachments will be formatted in Times New Roman 12 point font, *single space*. Papers should include student name, date, and heading or title and should have numbered pages. *The electronic title of attached files should begin with the student’s last name, as in “Smith, Journal Paper.”*

A “writing guide” is provided for use of class members in this course. It gives guidance on common writing issues and offers a discussion of the structure and function of attribution styles (citation and referencing format).

Length of Entries

Lengths of entries or assignments specified in the syllabus do *not* include *citations or references, quotation, lists, or web addresses*. For material typed directly into the course site, the length applies to the posted result.

Communication

Class communication, except for individual messages to the professor, will be through the course system. It is the responsibility of students to check frequently for messages or announcements and to ensure they are able to send and receive text attachments in Word, *correctly reading the professor’s editing marks in “Track Changes” red-colored font*. Problems with spam filters, over-quota email accounts, and so on, are the student’s to resolve and it is the

student's responsibility to immediately notify the professor if materials cannot be accessed or comments cannot be read.

The professor would like to be available at all times, but that is not always possible. If you have not received a response within 24 hours, resend your message. If it is an emergency, call the home office number in the syllabus heading (other calls should be by appointment).

Work Standards

Success in the course depends on timely participation and maintaining work standards. A failing course grade will be assigned to students who fail to:

- Receive any grade points for *three or more* of the ten sets of reading notes;
- Receive any grade points for *three or more* of the ten weekly dialogue sessions on reading notes;
- Complete the journals paper, comments on journals papers, book review paper, or comments on book review papers according to the syllabus schedule, or fail to receive a grade above F on any of these assignments;
- Write in a manner appropriate to a professional graduate program.

Due Dates/Deadlines

Assignments are due by 11:59 p.m. Eastern time on the day specified. Because replying to the work of others is a significant part of the course process, posting by the due dates is important.

If you may have difficulty submitting material on time, please contact the professor *as soon as possible*. Except for weekly discussion posts, *assignments that are posted late in the absence of prior arrangement with the professor or serious and unanticipated emergency are not read or graded for credit*. The professor cannot with fairness to others distinguish between postings that are a little late and those which are days late, so late is late.

Weekly discussion posts may be posted after the deadline, on or before the Sunday end-of-week deadline of 11:59 p.m. Eastern; there will be a point deduction for late posts. No material for weekly assignments will be graded for credit after the Sunday close of the weekly class session.

Grading

Grading Scale

There will be 100 points possible in the course. Course assignments other than reading notes and weekly discussion are graded 5, 20, or 30 points. Grade ranges for these assignments are shown below.

	<u>5</u>	<u>20</u>	<u>30</u>	<u>100</u>
A	4.5-5	18-20	27-30	89.50-100
B+	4.3	17	26	84.50-89.49
B	4	16	25	79.50-84.49
C+	3.7	15	23	74.50-79.49
C	3.5	14	21	69.50-74.49
F	<3.5	<14	<21	<69.50

Late work, if accepted, may be graded down. Course grades of “incomplete” are discouraged and are given only when a specific part of the required course work from the later part of the semester remains unfinished due to unforeseen circumstances.

All grades are entered weekly in Canvas. The course grade is the final cumulative total. Individual course grades may be adjusted based on improvement or decline over the semester.

Points for Assignments

Available points by assignment are given below. *Thoughtful analysis, use of specifically identified course concepts, quality of writing, and correct citation and reference style* are important grading factors for written work.

- Ten reading notes, total 20 points.
- Participation in online discussion, 20 points.
- Journal paper, 20 points.
- Comments on journal papers, 5 points.
- Book review, 30 points.
- Comments on book review papers, 5 points.

Grading Rubric

Exceeds expectations (“A” range):

- Thoroughly addresses required elements of the assignment
- Written clearly and logically
- Appropriate length
- In specified format
- Parenthetical page citations or full author-date-page citations are provided where appropriate, in correct style
- Reference list in correct Turabian author-date style is provided where required
- Largely error-free writing

Meets expectations (“B” range):

- Addresses required elements of the assignment; some entries may not be well developed
- Reader can follow the logic of the writing
- Appropriate length
- Largely in specified format
- Some parenthetical citations missing or incorrect
- Where a reference list is required, there are several errors
- A few difficulties with sentence structure, grammar/punctuation, or clarity of meaning

Does not meet expectations (“C” or below):

- Addresses required elements of the assignment in a fragmentary, inadequate manner
- Logic or organization is difficult to follow
- Length is too short or too long
- Not in specified format
- Parenthetical citations are inadequate or incorrect
- Where a reference list is required, there are multiple errors and/or parts are missing
- Multiple difficulties with sentence structure, grammar/punctuation, or clarity of meaning

Course Schedule

The text *Public Administration: Partnerships in Public Service* is indicated by “PA” and the text *Essential History for Public Administration* is indicated by “EH.” Each emphasis point (•) indicates one assigned reading for purposes of reading notes; it may include more than one article or video. The course schedule is intended to provide certainty and predictability, but the schedule and reading assignments are subject to change. Any changes will be announced in advance and will be designed to minimize inconvenience.

1. January 16-21. Introduction to the Course.

By Wednesday evening post a personal introduction that includes the items listed below. The first item is required and the second and third items are optional, though responses are encouraged. The introduction is not graded. Please feel free to say hello to other class members by responding to their introductions. I will post responses by Saturday, including answers to questions about the syllabus and thoughts about public service in this unusual time.

1. Tell us where you live, give a brief description of your work history and current occupation, discuss your professional and intellectual interests, and share some thoughts about how you might use the MPA degree after graduation.
2. Please read the syllabus thoroughly, then post any questions you may have about it. Don't hesitate; if you have a question about something, other people may well be thinking the same thing. A question asked now can help avoid a problem later. If you have no questions, just note that.
3. Given this unusual and sometimes unsettling period in the public sector, please briefly share questions or concerns you may have about public service, policy issues, or public institutions today. Academic study can be somewhat removed from important current affairs that affect our professional lives, so I want to give us opportunities to make connections between this course and the political and economic environment of public administration. If you are uncomfortable posting anything here, that's fine.

2. January 22-28, National Origins

- EH chapter 1, “Introduction: The Meaning of the Past for the Present”
- EH chapter 2, “Creating a Nation: The Founding Era”
- C-SPAN video of mock debate between Thomas Jefferson and Alexander Hamilton.
<https://www.c-span.org/video/?161239-1/jeffersonhamilton-debate-reenactment>

3. January 29-February 4, The Public Sector

Book Review selections are posted by Wednesday of this week.

- PA chapter 1, “Public Administration: The People's Business”
- PA chapter 2, “The Mosaic of American Governments”
- PA chapter 3, “Administration in the Federal Network”

4. February 5-11, Development of American Government

- PA chapter 5, “The Dynamics of Bureaucracy”

- EH chapter 3, “Beginnings of Modern America: The Progressive Era”
- Citizen-oriented local government: Seattle’s community gardens.
 - “About the P-Patch Program”

<http://www.seattle.gov/neighborhoods/programs-and-services/p-patch-community-gardening/about-the-p-patch-program>

- “P-Patch Fact Sheet”

http://www.seattle.gov/Documents/Departments/Neighborhoods/PPatch/P-Patch_Fact-Sheet_ENG.pdf

- “P-Patch Map”

<http://www.seattle.gov/neighborhoods/programs-and-services/p-patch-community-gardening/p-patch-map>

- “CityStream: 28 P-Patches”

<http://www.seattlechannel.org/CityStream/segments?videoid=x54378>

5. February 12-18, The Public-Private Relationship

- PA chapter 4, “Private Partners in Public Administration”
- PA chapter 11, “Government and Business”
- Contracting public services.
 - “Waste, Greed, and Fraud: The Business That Makes the World’s Greatest Army”

<http://harvardpolitics.com/united-states/waste-greed-fraud-business-makes-worlds-greatest-army/>

- “The Privatization Backlash”

<https://www.theatlantic.com/politics/archive/2014/04/city-state-governments-privatization-contracting-backlash/361016/>

6. February 19-25, Public Policy Making

- PA chapter 6, “From Public Purposes to Public Policies”
- PA chapter 13, “Implementation and Evaluation”
- Climate change.
 - “The Three-Degree World: Cities That Will Be Drowned by Global Warming”

<https://www.theguardian.com/cities/ng-interactive/2017/nov/03/three-degree-world-cities-drowned-global-warming>

- “Mayors Vow Not to Let Feds Trump Their Climate Change Fight”

<http://www.governing.com/topics/transportation-infrastructure/gov-climate-change-trump-mayors.html>

- “Climate *Ready* Boston: Executive Summary”

https://www.boston.gov/sites/default/files/02_20161206_executivesummary_digital.pdf

7. February 26-March 4, Decision Making

- PA chapter 7, “Public Executives: Leading and Managing”
- PA chapter 8, “Administrative Decision Making”
- The Challenger shuttle disaster.
 - “Challenger Explosion”

<http://www.history.com/topics/challenger-disaster>

- “Challenger Disaster: The 24 Hours of Pre-Launch Debate That Could Have Prevented a Tragedy”

<http://www.latimes.com/science/la-sci-challenger-24-hours-pre-launch-debate-20160128-htmlstory.html>

- “Your Letters Helped Challenger Shuttle Engineer Shed 30 Years of Guilt”

<https://www.npr.org/sections/thetwo-way/2016/02/25/466555217/your-letters-helped-challenger-shuttle-engineer-shed-30-years-of-guilt>

8. March 5-11, Public Finance

- PA chapter 9, “Public Money”
- EH chapter 4, “Government and the Economy: The New Deal”
- Trickle-down economics.

- “Why Tax Cuts Will Not Make America Great Again”

https://www.brookings.edu/opinions/why-tax-cuts-will-not-make-america-great-again/?utm_campaign=Economic%20Studies&utm_source=hs_email&utm_medium=email&utm_content=57704330&hsenc=p2ANqtz-8xV7nBlyQqIV5fXFYxymAES6AWEuM4foDjtS0Xk1Ly0x-ANM9omoUx75oSGi9dN0a1El2XMfy0cSaXiORIMGWgntTU9g&hsmi=57704330

- “The GOP Tried Trump-Style Tax Cuts In Kansas. What a Mess”

<https://www.nbcnews.com/politics/white-house/gop-tried-trump-style-tax-cuts-kansas-n812701>

- “The 7 Biggest Economic Lies”

<https://www.youtube.com/watch?v=mM5Ep9fS7Z0&t=60s>

March 12-18

Spring Break

9. March 19-25

Journal Papers due.

10. March 26-April 1, Ethical Behavior and Accountability in the Public Sector

- PA chapter 12, “Government and Its Publics”
- PA chapter 14, “Public Accountability and Ethical Choices”
- Public service ethics.

- “Bell’s Rizzo Sentenced to 12 Years in Prison”

<http://www.latimes.com/local/la-me-0417-rizzo-prison-20140417-story.html>

- “Torture at Abu Ghraib”

<https://www.newyorker.com/magazine/2004/05/10/torture-at-abu-ghraib>

11. April 2-8, Social Justice

- EH chapter 5, “Confronting Injustice and Inequity: The Great Society”
- Inequality in the contemporary economy.

- “Wealth Inequality in America”

<https://www.youtube.com/watch?v=QPKKQnijnsM#>

- “Income Inequality in the United States: What Do We Know and What Does It Mean?”

<https://dupress.deloitte.com/dup-us-en/economy/issues-by-the-numbers/july-2017/rising-income-inequality-gap-united-states.html>

- Race and public affairs.

- “Credit Trump With Showing Us America’s Reality on Race”
<http://www.cnn.com/2017/08/17/opinions/trumps-unexpected-gift-joseph-ellis-opinion/index.html>
- Blessett, Brandi, and Richard C. Box. 2016. “Sharecropper Finance: Using the Justice System as a Public Revenue Source.” *Public Integrity* 18, no. 2: 113-126. [Available in the Rutgers online Library.]

12. April 9-15, Public Professionals and the Future

- PA chapter 10, “Human Resources in Government”
- EH chapter 6, “From Past to Present: The Current Era”
- The loss of truth and facts in public affairs.
 - “Kellyanne Conway Defends Trump Wiretap Claim By Citing ‘Microwaves That Turn Into Cameras’”
https://www.huffingtonpost.com/entry/kellyanne-conway-trump-wiretap_us_58c68568e4b054a0ea6bb166?
 - “Donald Trump’s Dizzying *Time* Magazine Interview was ‘Trumpspeak’ on Display”
<https://www.theguardian.com/commentisfree/2017/mar/24/donald-trumps-dizzying-time-magazine-interview-trumpspeak>
 - “Poll: 43 Percent of Republicans Believe Obama is a Muslim”
<http://thehill.com/blogs/blog-briefing-room/news/253515-poll-43-percent-of-republicans-believe-obama-is-a-muslim>
 - “E.P.A. Cancels Talk on Climate Change by Agency Scientists”
<https://www.nytimes.com/2017/10/22/climate/epa-scientists.html>

13. April 16-22

Work on Book Reviews.

14. April 23-29

Book Reviews due.

Examples of Reading Notes Entries

Johnson, special purpose local governments, pages 41-43.

Johnson describes this type of local government as offering a single public service, often covering a regional area that includes multiple cities or counties. I was only vaguely aware of this concept before reading the text. In my community we have districts that provide sewerage service and regional mass transit (buses and light rail). Their services appear on my property tax bill each year and I have wondered why they are separated out from the entry for the city. Now I understand these districts have their own tax bases because they cover five cities of varying sizes plus the unincorporated county.

The fact that school districts are categorized as special purpose local governments surprised me. I guess I had thought they were somehow connected with the city or county. Now that I’m focusing on this, I realize we elect school board members, so these are freestanding units of government that raise taxes separately from the city or county. It makes sense that local government is more complicated than we might have thought—I will be paying attention in the future when I hear about district issues in the local news or when I’m reading my annual property tax bill!

“Income Inequality in the United States: What Do We Know and What Does It Mean?”, the Gini Index

After reading this article, I wanted to know more about inequality and I learned that a common measure of income inequality is the “Gini Index.” A Central Intelligence Agency “World Factbook” entry lists the Gini index for 150 countries, in rank order (<https://www.cia.gov/library/publications/the-world-factbook/rankorder/2172rank.html>). A Gini index of 100 means perfect income inequality with one family holding all the wealth, and a Gini score of 0 means perfect income equality.

In the Factbook ranking, nations like Lesotho and South Africa are the most unequal with Gini scores in the low 60s and Finland is the most equal with a score of 21.5. The United States is number 40 on the list, with an index of 45. For comparison, China’s index is 46.5, Mexico’s is 48.2, and Canada’s is 32.1 (number 112 on the list). A website on the Gini Index from Investopedia shows a global color-coded map of Gini scores for each country (<https://www.investopedia.com/terms/g/gini-index.asp>).

As I was looking for facts on inequality, I noticed the website for Inequality.org. It has comprehensive coverage of income and wealth inequality in the United States and globally. This is an interesting topic, especially in today’s political environment.