**Introduction to Public Administration\***

**School of Public Affairs and Administration**

**Rutgers University- Newark**

**Course Information**

**Course**: Introduction to Public Administration; 20.831.501.01

**Professor**: Rachel Emas, Ph.D. (she/her) (pronounced Ray-Chul E-miss)

**Term**: Fall 2021

**Class Meetings:** Course website on Canvas at <https://canvas.rutgers.edu/>

* This is a fully online, asynchronous course, meaning that there are no requirements for you to meet face-to-face or virtually at a specific day and time. The course was designed this way to allow for maximum flexibility, especially during a pandemic, so that you can integrate this course into your busy lives (in whichever time zone you might be).
* I understand that we are living through a pandemic and life is complicated. Just communicate with me as needed so I can offer flexibility and we can work together to figure things out.

**Contact Information**

**Email:** [Rachel.emas@rutgers.edu](mailto:Rachel.emas@rutgers.edu)

**Student Hours:** By appointment via <https://calendly.com/rachel-emas>

* This time is made available for me to “meet” and talk with students individually. Please feel free to make an appointment to discuss any questions, concerns, or challenges you have in the course or EMPA program, talk at length about challenges with a topic or issue in your research, or seek advice generally. These meetings are driven by the student’s needs, so please bring specific questions or concerns to the discussion.

**Course Introduction**

This graduate-level introductory course presents to students the theoretical, intellectual, historical, institutional, and constitutional foundations of public service and administration. Students will be exposed to the fundamentals of organizational theory and management, decision-making and leadership, program evaluation, diversity and inclusion, technology, values and ethics, and other critical topics for public and nonprofit administrators.

The course covers a wide array of topics during the semester that will help students to think more critically as leaders in the public and nonprofit sector, as well as members of the community. Throughout the assignments and assessments of this course, students will explore and examine the unique role of public service, the intersection between administrative theory and practice, and the current challenges facing the public and nonprofit sectors.

**Course Objectives**

* With the comprehension of course materials and participation in discussions, students will understand, apply, and analyze the perspectives of diverse groups of public service stakeholders.
* In assignments and assessments, students will interpret, integrate, and evaluate key public service values and their common constraints and challenges in administration.
* Throughout all course activities, assignments, and assessments, students will develop and demonstrate creativity, communication, and critical thinking skills.

**Universal Competencies**

1. Lead and manage in the public interest
2. Participate in, and contribute to, the policy process
3. Analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment
4. Articulate, apply, and advance a public service perspective
5. Communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large

**Course Materials**

* I am strongly committed to textbook affordability and broader access to higher education. This course requires various readings and course materials, but there isno paid reading material for this course. Instead, this course requires students to read and/or listen to specific book chapters, journal articles, case studies, reports, and other materials each week. Students have SEVERAL readings each week and are expected to complete all readings and materials in order to gain the knowledge necessary to successfully complete the assignments and assessments in the course.
* All course materials are freely available through Rutgers University Library (must log in at [www.libraries.rutgers.edu](http://www.libraries.rutgers.edu)), directly from the organization’s website, or via Google Scholar.
  + If the link provided does not work, students should use the information in the Course Schedule to find the required material themselves.
* Beyond the required readings for each class session, students will also select and read additional work from databases, research reports, journal articles, news articles, press releases, documents, and case studies for the completion of various assignments and assessments. On the course site, I have provided an extensive, but not exhaustive, list of responsible and reliable sources of information. If additional guidance is needed, please see the section below on Research Support or reach out to me.

**Assignments**

On Canvas, I provide rubrics that outline how these grades will be determined, as well as additional assignment guidance.

* Homework
  + Throughout the semester, students will complete homework assignments that evaluate their comprehension of the course material and their application of that knowledge to the practice of public service. In each homework assignment, students will select a news article about a current event related to public service, administration, policy, and/or management.
  + The 2-3-page papers must be supported by scholarly materials, including course readings and relevant peer-reviewed research selected by the student. This assignment will help students work towards building the skills needed in the final paper.
  + Each homework assignment is worth up to 9 points each, and Homework will be worth up to 27 points overall towards the course grade.
* Discussions
  + In most modules, students will write a short discussion post of 1-2 paragraphs (about 150-300 words) in response to a set of questions provided and based on information from that week’s course materials.
  + The brief analytical post should include only the most important and interesting points from the assigned materials, offer an analytical assessment of these points, and/or identify how the theory is connected to the practice of public service administration and management. The discussion board will include several questions that help further the conversation and ask students to identify linkages between various materials and themes throughout the course.
  + Students will also provide a 1-paragraph (about 150 words) response to at least two discussion posts by classmates. These responses will deepen the conversation of critical points in the readings and further explore how the material is linked to the practice of public service.
  + Discussions are worth up to 36 points towards the course grade. Each post is worth up to two points and each reply is worth up to one point, and you will present two responses—thus, each discussion board is worth up to four points.
* Final Presentation
  + Students will develop and deliver a 4-6-minute narrated presentation that outlines each aspect of their final paper. Students may use PowerPoint, Prezi, or any other programs they choose to communicate the main points of their final paper visually and orally.
    - The final presentation should include both audio and visual explanations via a narrated presentation.
  + These presentations are worth up to 15 points.
* Final Paper: Public Service Values Paper
  + Students will apply a public service perspective to explain, interpret, and analyze the links between a specific policy and public service values in the completion of a 4-6-page Public Service Values Paper.
    - These assignments will follow all formatting and citation guidelines provided in the section below on Written Assignments.
  + Using prior research to support their work, students will:
    - identify and describe a specific, official executive or legislative decision (i.e. piece of legislation, law, regulation, ordinance, or statute) from any level of government anywhere in the world and
    - explore and explain at least two specific public service values which arise in this law (e.g. inclusion, public participation, accountability, equality, etc.). Using peer-reviewed research for support, the paper will explain how these selected values are illustrated or ignored by this policy.
  + These papers are worth up to 20 points.

**Grading Policy**

* Throughout the course, students will receive feedback on their performance to see how they are doing, identify places they need to apply more effort or new strategies, seek help if they are struggling, and improve throughout the semester. My hope is that all students will develop the knowledge they need to do well in this course and that all students—even those who perform well early in the term—will improve and develop greater knowledge and skills.
* Students earn the grades they receive; I do not curve grades because I do not believe students’ grades should be tied to other students’ grades (on a curve). There are many opportunities for students to improve their grades throughout the semester with the feedback I provide on each assignment, the homework assignments building skills towards the final paper, and starting bonus points. Extra credit[[1]](#footnote-1) is also built into the course structure, but if you are concerned about your grades, please talk to me at any point.
* Grading for this course shall be on a standard scale as follows: A = 90-100; B+ = 87-89; B = 80-86; C+ = 77-79; C = 70-76; F = below 70.
  + A grade of “A” is reserved for students whose performance is “Outstanding,” who have mastered the material and turned in exemplary work. They can articulate a concept, but also understand relationships among different concepts and demonstrate the practical implications of theories and ideas.
  + A grade of “B+” corresponds with “Very Good” performance. A grade of “B” is given for “Good” performance. These grades mean that the student understands the basics of the material but has not demonstrated these linkages and relationships.
  + A grade of “C+” or “C” generally means that the student has not mastered the material well and does not understand and is unable to communicate concepts and their relevance. The grade of “C” corresponds with “Satisfactory” performance.

**Summary of Assignments\***

* Bonus points to start 2%
* Discussions 36%
* Homework 27%
* Final Paper 20%
* Final Presentation 15%

\*I know that the math looks ugly but it works out to 100 in total.

**Course Policies**

* Communication
  + All communication regarding course scheduling, readings, and assignments will be distributed on Canvas which sends announcements to your Rutgers email. Check your Rutgers email to ensure that you receive these messages.
  + If you need to reach out to me, please send me an email. I generally respond within 2-3 business days.
* Class Engagement: Ground Rules
  + Engagement is key to students’ success in this course, and students are expected to keep up with the materials, contribute to the discussions, and apply this knowledge to their coursework.
  + Netiquette is online behavior that is professional, appropriate, and respectful of others.
    - Do not post using all caps, profanity, sarcasm, or other forms of hostile online behavior. Do not plagiarize information, as this is still a violation of academic integrity. Do be mindful of your tone and respectful in how you interact with each other.
    - For other tips on netiquette, see the guide from Rutgers: <https://tlt.rutgers.edu/netiquette-%E2%80%93-often-overlooked-policy>.
  + Each student must be respectful and courteous of others’ identities as we assess and address social challenges that may include sensitive topics. This appropriate behavior must include using language which respects the identities of others.
    - If any student cannot remain respectful during interactions with classmates, points will be deducted from their grade. The student will also be required to talk with me about respectful classroom behavior and develop a follow-up plan with the appropriate University offices.
* Life is Complicated Clause
  + Life is particularly challenging right now and I understand that we are all facing enormous grief and constraints.
  + Your health- physical, mental, and emotional- is always the priority. School does not come before your health or that of your family.
  + If you are unable to complete an assignment or engage with the coursework for any reason, please let me know that you need more time on that work and you will be granted an extension—no questions asked or explanations needed.
  + There is an automatic 24-hour grace period for all assignments this semester. And, if your work will be submitted more than one day late, please just send me an email to let me know.
    - If you continue to struggle to keep up with the course schedule, we can schedule time to talk and figure out what solutions may be available.
  + For updated information about Rutgers [SPAA's response to COVID-19](https://spaa.newark.rutgers.edu/covid-19), semester operating plans and procedures, and Rutgers University resources, please visit <https://spaa.newark.rutgers.edu/covid-19>.

**Assignment Guidelines**

The capacity to communicate effectively is a critical skill for all professionals, but especially so for public and non-profit administrators. In all assignments, writing should be clear, focused, and understandable. All work must be carefully proofread prior to submission; this includes a detailed review of spelling, syntax, and grammar, as well as ensuring a logical structure and coherent flow to the writing and adherence to the basic formatting requirements listed below.

* Submission Requirements
  + There is an automatic 24-hour grace period for all assignments this semester. If your work will be submitted more than one day late, please send me an email to let me know.
* Formatting Requirements
  + Double-spaced
  + Standard 12-point font (such as Times New Roman or Calibri)
  + 1-inch margins on all sides
  + Numbered pages
  + Headings: name, date, title of assignment, and course title and section number
* Citations
  + All non-original work or ideas MUST be cited, in text and at the end of the document, in the American Psychological Association (APA) format, including both published and unpublished sources.
  + To uphold academic integrity, other people’s ideas must be cited, and other people’s words must be quoted and cited.
    - For an overview on plagiarism, please visit the Purdue University Online Writing Lab at <https://owl.english.purdue.edu/owl/resource/589/01/>.
* Sources of Information
  + Well-regarded and reliable sources of information and data can be found in peer-reviewed journals, academic books, government studies, and reports from non-partisan research centers, institutes, and laboratories.
    - Do not depend upon Wikipedia, blogs, online encyclopedia or dictionaries, or other tertiary sources. Certain magazines or news outlets (such as Time Magazine, The Economist, Scientific American, etc.) may also be useful, but these sources should be used only in conjunction with or as supported by scholarly or empirical sources.
    - If you have any questions regarding the appropriateness of a specific source, please refer to the list of reliable sources provided on the course site or ask me.
* Additional Online Resource
  + Please visit the [website](http://www.raulpacheco.org/resources/) of Dr. Raul Pacheco-Vega, Associate Professor with the Methods Lab at the Facultad Latinoamericana de Ciencias Sociales (FLACSO) Sede Mexico. Dr. Pacheco-Vega’s site is one of the most helpful resources available, as it offers a wealth of resources on academic writing, lit reviews, note-taking, time management, and on. The site is found at <http://www.raulpacheco.org/resources/> and it offers the most comprehensive PA research guidance I have ever seen.

**Research Support**

The Dana Library offers many services and tools to Rutgers-Newark students. One of the most valuable services available is specialized research assistance.

* Offering expertise in our field is the Dana Library’s Public Administration Librarian, Mrs. Roberta Tipton. Mrs. Tipton has built an extensive Library Guide for public administration and affairs, available at <https://libguides.rutgers.edu/pubadmin>. This Library Guide address items like finding articles, newspapers, and books, lists of various nonprofit and government organizations, sources of data and government documents, and writing and reference tips. Mrs. Tipton’s phone number is 973-353-5910 and email is [tipton@libraries.rutgers.edu](mailto:tipton@libraries.rutgers.edu).
  + There are also dozens of tutorials, videos, and guides from the Rutgers Library on relevant topics. Some of these items will be required materials throughout the semester. They can be accessed at https://www.libraries.rutgers.edu/tutorials.

**Writing Support**

For any further help with writing skills or editing, students may reach out to the Director of the SPAA Writing Center, Mr. Terry Hall, who provides writing tutoring and writing workshops to all graduate students currently enrolled in SPAA.

* An appointment with Terry Hall can be made via email to [tlh135@newark.rutgers.edu](mailto:tlh135@newark.rutgers.edu) or calling 973-353-2571. Additional information can be found at <https://spaa.newark.rutgers.edu/writing-career-development-center>.

**Disputes about Grades**

If a student believes that an assignment or final grade was received in error due to fault or oversight of the instructor, the work will be reviewed to determine if a change is warranted. This request for review for a grade change must be made in writing via email within 10 calendar days of the graded assignment being returned to the student.

* The MPA Handbook outlines the processes of a formal grade appeal of the final course grade. A copy of the Handbook is available on the SPAA site, under Academic Policies and Forms: <https://spaa.newark.rutgers.edu/academic-policies-procedures-forms>.

**Academic Integrity**

Students are required to submit all graded written assignments through TurnItIn on Canvas.If a student is caught acting with scholastic dishonesty on an assignment, points will be deducted and the student will need to meet with me. If a student is found to repeatedly violate academic integrity or does so on a major assessment, that student will receive a grade of 0 on that assignment. University procedures will be followed to ensure that the violation of academic integrity is corrected.

* You are capable of producing work that meets my expectations for this course. If you are concerned about how well you are doing in this course, please speak with me and reach out to the resources provided instead of considering academic misconduct.

According to the University’s Academic Integrity Policy, available at <https://academicaffairs.rutgers.edu/academic-integrity-policy-and-procedures>, “The principles of academic integrity require that a student:

* + make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations.
  + properly acknowledge and cite all use of the ideas, results, images, or words of others.
  + properly acknowledge all contributors to a given piece of work.
  + obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions.
  + treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
  + uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

**Support and Resources**

In this course, as well as the MPA program, SPAA, and RU-N, we work to assess and address social challenges that may include sensitive topics.In doing so, each student must be respectful of others’ identities.If any student cannot remain respectful during the course, they will be required to talk with me, and points will be deducted from their grade.

It is my goal that students from all backgrounds and identities be well-served by and welcomed in this course, that students’ learning needs be addressed in an equitable manner, and that the diversity that we all bring to this class be viewed as a significant source of strength. In this course, I seek to present materials and activities that are respectful of diversity of gender identity, sexual orientation, ethnicity, race, nationality, socioeconomic background, disability status, religion, and age.

Please feel welcome to contact me:

* to provide your correct name and/or pronouns;
* if any coursework conflicts with a religious event or holiday; or
* to offer suggestions on how to improve the inclusiveness of the course for you personally or for other students or student groups.

Students in need of disability-related academic accommodations must register with the Office of Disability Services (ODS). Students with authorized disability-related accommodations must provide me with a current Accommodation Authorization Letter from ODS to ensure that all necessary accommodations are provided. Accommodations cannot be provided retroactively, so please inform me as early as possible. These accommodations work to level the playing field and ensure all students can access all course components. I want all of you to be able to access the course, so it is my pleasure to make such accommodations.

Rutgers University-Newark works to provide a first-rate education to an exceptionally diverse community, and this education includes the comprehensive support necessary for student success. Many of these support services are listed below:

* [Rutgers Newark Office of Disability Services](http://robeson.rutgers.edu/disability-services/)
  + Site: <http://robeson.rutgers.edu/disability-services/>
  + Office: Paul Robeson Campus Center- Suite 219
  + Email: [ODSNewark@Newark.Rutgers.edu](mailto:ODSNewark@Newark.Rutgers.edu)
  + Phone: (973) 353-5375
* [Campus Awareness Response and Education (CARE) Team](https://myrun.newark.rutgers.edu/care-team)
  + Site: <https://myrun.newark.rutgers.edu/care-team>
  + Office: Paul Robeson Campus Center- Room 302
  + Email: [careteam@rutgers.edu](mailto:careteam@rutgers.edu)
  + Phone: (973) 353-5063
* [Office of International Student and Scholar Services](http://ncas.rutgers.edu/oiss)
  + Site: <http://ncas.rutgers.edu/oiss>
  + Office: Conklin Hall- Room 216
  + Email: [oiss@newark.rutgers.edu](mailto:oiss@newark.rutgers.edu)
  + Phone: (973) 353-1427
* [LGBTQ and Intercultural Resource Center](http://lgbt.newark.rutgers.edu/)
  + Site: <http://lgbt.newark.rutgers.edu/>
  + Office: Paul Robeson Campus Center- Room 328 and Conklin Hall- Room 232
  + Email: [interculturalrutgers@gmail.com](mailto:interculturalrutgers@gmail.com)
  + Phone: (973) 353-3416
* [Rutgers Newark Counseling Center](http://counseling.newark.rutgers.edu/)
  + Site: <http://counseling.newark.rutgers.edu/>
  + Office: Blumenthal Hall- Room 101
  + Phone: (973) 353-5805
* [pantryRUN Food Pantry](https://myrun.newark.rutgers.edu/node/226)
  + Site: <https://myrun.newark.rutgers.edu/node/226>
  + Office: Paul Robeson Campus Center- Room 236
  + Email: [pantry\_run@newark.rutgers.edu](mailto:pantry_run@newark.rutgers.edu)
  + Phone: (973) 353-5231
* [Health Services](http://health.newark.rutgers.edu/)
  + Site: <http://health.newark.rutgers.edu/>
  + Office: Blumenthal Hall- Room 104
  + Phone: (973) 353-5231
* [Veterans Affairs](https://www.newark.rutgers.edu/resources-student-veterans)
  + Site: <https://www.newark.rutgers.edu/resources-student-veterans>
  + Office: Paul Robeson Campus Center- Room 316A
  + Email: [lazaro.paul@rutgers.edu](mailto:lazaro.paul@rutgers.edu)
  + Phone: (973) 353-5515
* T[itle IX Coordinator & Director of Title IX and ADA, Scott C. Strother](http://robeson.rutgers.edu/sex-discrimination-harassment-assault-and-title-ix/)
  + Site: <http://robeson.rutgers.edu/sex-discrimination-harassment-assault-and-title-ix/>
  + Office: Paul Robeson Campus Center- Room 316
  + Email: [scott.strother@rutgers.edu](mailto:scott.strother@rutgers.edu)
  + Phone: (973) 353-1906
* Rutgers [SPAA's response to COVID-19](https://spaa.newark.rutgers.edu/covid-19)
  + Site: <https://spaa.newark.rutgers.edu/covid-19>

**Course Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date (W)** | **Topic** | **Required Material** | **Assignment** |
| 9-1 | Introduction | * Edwards (2000). “[How to Read a Book](https://pne.people.si.umich.edu/PDF/howtoread.pdf), v5.0”. *School of Information at the University of Michigan*. From [www.pne.people.si.umich.edu/PDF/howtoread.pdf](http://www.pne.people.si.umich.edu/PDF/howtoread.pdf) | Post 1 (W) and Reply (F) |
| 9-8 | Public Service Foundations | * OpenStax (2016). “Module 1: American Government and Civic Engagement” and “Module 15: The Bureaucracy” in *American Government*. From <https://courses.lumenlearning.com/amgovernment/> | Post 2 (W) and Reply (F) |
| 9-15 | Administration & Politics | * Kaufman (2001). [Major Players: Bureaucracies in American Government](http://faculty.cbpp.uaa.alaska.edu/afgjp/PADM610/Bureaucracies%20in%20American%20Government.pdf). *Public Administration Review*. 16(1) * OpenStax (2016). “Module 12: The Presidency” in [*American Government*](https://courses.lumenlearning.com/amgovernment/). | Post 3 (W) and Reply (F) |
| 9-22 | Organizational Theory | * Christensen, Laegried, Roness, and Rovik. (2007). "Chapter 1: Organization theory for the public sector" in [*Organization Theory and the Public Sector: Instrument, Culture and Myth*](https://www.europe-solidarity.eu/documents/ES_ORGANIZAT_THEORY_2007.pdf). Routledge. From [www.europe-solidarity.eu/documents/ES\_ORGANIZAT\_THEORY\_2007.pdf](http://www.europe-solidarity.eu/documents/ES_ORGANIZAT_THEORY_2007.pdf) * Prager (2008). [“Contract City Redux: Weston, Florida, as Ultimate New Public Management Model City”](http://onlinelibrary.wiley.com/doi/10.1111/j.1540-6210.2007.00846.x/abstract). *Public Administration Review*. 68: 167-180. | HW1 (F) |
| 9-29 | Public Service Ethics & Values | * de Graaf, Huberts, and Smulders (2014). “[Coping with Public Value Conflicts](http://aas.sagepub.com/content/early/2014/04/28/0095399714532273)”. *Administration and* *Society*. 48(9) * Molina and McKeown. (2012). “[The Heart of the Profession: Understanding Public Service Values](http://www.naspaa.org/JPAEMessenger/Article/VOL18-2/09_MolinaMcKeown.pdf)”. *Journal of Public Affairs Education.* 18(2): 375–396. | Post 4 (W) and Reply (F) |
| 10-6 | Social Equity, Diversity, & Inclusion | * Norman-Major (2011) [“Balancing the Four Es; or Can We Achieve Equity for Social Equity in Public Administration?](https://www.tandfonline.com/doi/abs/10.1080/15236803.2011.12001640)”. *Journal of Public Affairs Education*. 17(2): 233-252. * Guy and McCandless (2012). “[Social Equity: Its Legacy, Its Promise](https://onlinelibrary-wiley-com.proxy.libraries.rutgers.edu/share/QUGNANJAATTQZHHX3GPC?target=10.1111/j.1540-6210.2012.02635.x)”. *Public Administration Review*. 72. | HW2 (F) |
| 10-13 | Decision Making | * Denhardt and Denhardt (2000). “[The New Public Service: Serving Rather than Steering](https://www.jstor.org/stable/pdf/977437.pdf?casa_token=wW2Jh-7Ph9cAAAAA:VzRQTqlwet_uNf2Kn4538EDaIEGOpJv9hOeUZ6lSeOP6STWTmGfQNm6pe78t0HZ0gmCqSCa5YNm2CmmLed1pAqjyAz4xdY0mYdvMX-9oDeEEq1nyA9nT)”. *Public* *Administration* *Review*. 60(6): 549-559. * Alkadry, Blessett, and Patterson (2015). “Public Administration, Diversity, and the Ethic of Getting Things Done”. *Administration and Society*. 49(8), 1191- 1218. | Post 5 (W) and Reply (F) |
| 10-20 | Leadership & Management | * Kotter (1990). “[What Leaders Really Do](https://enterprisersproject.com/sites/default/files/What%20Leaders%20Really%20Do.pdf)”. *Harvard Business Review*. * Merritt, Farnworth, and Kienapple (2018). “[Developing Organizational Leaders to Manage Publicness: A Conceptual Framework](https://doi.org/10.1080/15236803.2018.1429816)”. *Journal of Public Affairs Education*, 24(2): 216-233. | HW3 (F) |
| 10-27 | Benchmarking & Performance Evaluation | * GovEx and What Works Cities (2017). “[Benchmarking](https://govex.jhu.edu/wiki/benchmarking/)”. From Johns Hopkins University’s Center for Government Excellence * Van Ryzin (2015). “[Service Quality, Administrative Process, and Citizens’ Evaluation of Local Government in the US](https://doi-org.proxy.libraries.rutgers.edu/10.1080/14719037.2013.841456)”. *Public Management Review*. 17(3): 425-442. | Post 6 (W) and Reply (F) |
| 11-3 | Mental Health Break | **No readings this week 😊 Focus on your well-being**   * In Discussion, just share feedback on course, how work is going, or how you are doing | Post 7 (W) and Reply (F) |
| 11-10 | Intergovernmental Relations | * OpenStax (2016). “Module 3: American Federalism” in *American Government*. From <https://courses.lumenlearning.com/amgovernment/> * Ehrenhalt (2017). “[What Do States Have Against Cities, Anyway?](http://www.governing.com/columns/assessments/gov-urban-penalty-legislatures-cities.html)”. *Governing Magazine*. | Post 8 (W) and Reply (F) |
| 11-17 | Technology & Communication | * University of Minnesota Libraries (2016). “Chapter 1: Communication in the Information Age” in [American Government and Politics in the Information Age](https://doi.org/10.24926/8668.0101). From <https://doi.org/10.24926/8668.0101> * Ray (2020) “[5 Questions Policymakers Should Ask About Facial Recognition, Law Enforcement, and Algorithmic Bias](https://www.brookings.edu/research/5-questions-policymakers-should-ask-about-facial-recognition-law-enforcement-and-algorithmic-bias/)”. *Brookings Institution*. | Post 9 (W) and Reply (F) |
| 11-24 | Thanksgiving | **Happy Thanksgiving (if you celebrate): No readings, discussions, or assignments** |  |
| 12-1 | Final Presentation |  | Presentation (W) |
| 12-8 | Final Paper |  | Paper (W) |

1. Here is one way to earn up to 3 extra credit points: create a meme about public service, administration, policy, or management. To receive extra credit points, send this meme to my email at [Rachel.Emas@rutgers.edu](mailto:Rachel.Emas@rutgers.edu) by October 2. [↑](#footnote-ref-1)