

## Structure/leadership

Ideology : a system of thought which advocates what is good/desirable, how things *should be*

## Political Participation

Policy (how things are in practice) VS. Theory (how things are in general/ideally) VS. ideology (how things ought to be)

Totalitarian = 1 top leader (dictator) who makes the ideology. The ideology is strong and followed closely in practice. Everyone must participate and express strong support for both the leader and the ideology.

Authoritarian = more likely an oligarchy (a group or party leads, though may still have a dictator/strong man). Ideology is greatly reduced or absent in favor of “stability” or “GDP growth”. The leaders don’t want people to participate in politics—“leave politics to us!”

Liberal democracy = elected leader faces strict term limits, people’s participation is optional & they have civil liberties (freedom of speech, etc.), pluralism & political competition

Under liberal democracy, *WHO* is politically equal? How does the regime claim to provide political equality?  
1 person, 1 vote (turnout rates unequal, though, all are eligible [legally entitled to vote])

Liberal VS. Conservative (political ideology spectrum)

Dahl’s “procedural minimum” for “polyarchy” (pg. 81): “free & fair” elections. What makes an election Free & fair? “electoralism”

Preview/Review Chinese documentary “Please Vote for Me” (2007)

Liberal democracy = “Western” democracy = “bourgeois” democracy = Representative democracy

For Tues., read two articles by Martin & Van Reybrouck. Focus on problems of elections.

Tues., 3-14

REVIEW Dahl & Polyarchy (procedural minimum for democracy...free & fair elections with high levels of inclusiveness & contestedness) Value VS. Institution

Suffrage in the USA from limited to universal. Full inclusiveness = universal suffrage

Voting (vote for something or someone which decides policy decisions) VS. Elections (vote for a candidate for office)

Other forms which de-emphasize elections...in favor of other “political participation”

Deliberative democracy ... Direct Democracy... “Mass Line” (Mao’s “New” or “Socialist”) Democracy

Each seeks to turn “the will of the people” or “popular will” into policy.i.e. have a “mandate”

Sample of the population to be informed, deliberate, and vote (Deliberative)

All vote in a referendum which determines policy (Direct)

more than half of votes = majority rule

Paternalism with strong emphasis on “for” rather than “by” the people (Mass Line)

These three would be considered forms of “populist” democracy. Liberal/representative democracy opposes these forms for various reasons (i.e. republicanism, impossibility of knowing what “the people” really want, etc.). Liberal democracy favors the ability to throw bad elected officials out of office by means of regular, “free & fair” elections.

Martin’s “Democracy without Elections”: tweedledee&tweedledum, power structures, diversion from grassroots political participation

Van Reybrouck’s “Why Elections Are Bad for Democracy”: Post-Brexit but Pre-Trump, elections as sacred & synonymous with democracy, “democratic fatigue syndrome”& Dalton’s “Critical Citizens”

For Fri., read “left/right political ideology spectrum” & boundless textbook entry on political ideology.

3-17

Political Ideology: PBS Crash Course video

Handouts & Readings: Left VS. Right, Boundless on Liberals/Moderates/Conservatives/Libertarians

Liberal VS. Conservative

Do the labels work in China?

Identify the ideological standpoints of actual U.S. politicians (from videos of their speeches)

3-22

Political ideologies in the U.S.

Pluralism: many political ideologies/beliefs/positions but most especially *tolerance* of these differences

Identify hypothetical examples & discuss

Do the labels work in other countries & China?

HOMEWORK: Where would your own views fit on the ideological spectrum? Think about it!

Read for Fri.:

3-24

Video: conservative handcuffed to a liberal for 24 hours: partisan/partisanship & polarized

Partisanship = polarized support for one party and dislike of the other party, unwillingness to cooperate or “cross party lines”

Other specific ideologies: pragmatism (do whatever works, “getting things done”)/bipartisanship, neoconservatism, socialism, libertarianism, white supremacy (incl. Fascism), “true conservatism”

The two-party system in the USA (presidential): a choice between “Tweedledee&Tweedledum”

: Democrats, Republicans (compare to 1-party, multi-party systems tend to be parliamentary)

Independents, Third Parties: Libertarian, Green, Constitution, Socialist Workers, Communist

, “Consultative Parties” in the PRC

American politics is candidate-focused, not party-focused. Parties are a shortcut to guessing which candidate to support. One’s assessment of a particular candidate can be more important than one’s party affiliation/identification.

Pew Research Center: Party Identification by demographics (characteristics of the population)

Where would your own views fit on the ideological spectrum?

3-28

Syllabus preview & caution

For Fri.: Morgan et al pg. 72-88 (Ch.4), The Declaration of Independence, The U.S. Constitution

Conclusion of U.S. electoral politics introduction: Review the 2016 presidential election

Handout: Candidate profiles, election results (incl. your class last Nov.), candidate policy profiles

Presentation: 2016 Presidential election candidates by political party

Discuss how ideology also influences policy

With a partner, discuss your personal candidate, policy, and ideological positions and preferences

Re-vote?

3-31

Movie Preview

NOV. 2016 CLASS RESULTS: Clinton 15, Trump 12, Johnson 3, Stein 1

MAR. 2017 CLASS RESULTS: Stein 13, Clinton 10, Johnson 2, Trump 0, Blank 6

Historical Background & Vocabulary: 1492 Columbus landed in North America □ Native Americans/Indians called the following era “The Great Dying” vs. “Manifest Destiny”

“The 13 original colonies” VS. states VS. territories

Tyranny & Despotism VS. The Tyranny of the Majority

“The Founding Fathers” = deists (some Christian, some not) “live free or die”

The Declaration of Independence (1776): Is the USA a Christian nation? Its primary purpose is to justify the revolution as a response to the bad deeds of King George of Britain.

The Constitution of the United States of America (1787) Why does it exist? What’s a constitution?

“a living document” (changes over time), the founding legal document of a country/nation

Why so important for the USA? Americans believe in “rule of law” as the most important.

Articles, Amendments (incl. “The Bill of Rights”). How to amend? 2/3 majority must agree

Confederation (loose group united by a common enemy, requires unanimity for decisions, not legally bound)

VS. Federation (bound together legally by a constitution, such as a federal state)

Articles 1-3: Separation of Powers (3 branches of gov’t: Legislative, Executive, Judicial)

Articles 4-6: Federalism (how individual states relate to the federal gov’t)

Article 7: How to ratify (to make Sth. Legally binding as a law)

And then, Amendments (1<sup>st</sup> 10 are “The Bill of Rights”) 18<sup>th</sup> Amendment made alcohol illegal

21<sup>st</sup> Amendment repealed the 18<sup>th</sup> Amendment and made drinking legal again

26<sup>th</sup> Amendment allows 18-year-olds to vote (1971)

Constitutions and founding or “sacred” documents are subject to *interpretation* (discuss, deliberate, and determine the meaning of Sth.)

Morgan et al Ch.4: What was most important to the Founding Fathers? Does it align with a political ideology?

Federalists VS. Anti-Federalists

Procedural Republic Tradition VS. Civic Republic Tradition (Exhibit 4.1, pg. 83)

How to address the multiple threats to individual liberty (Exhibit 4.2, pg. 86)

For next Friday (!): Morgan et al Ch. 5 (pg. 89-129) & Caldwell article “The Administrative Republic”

4-7 Vocabulary exercise, Ch. 4

Parting question: What value(s) unites the people of the PRC? i.e. All Americans (are supposed to) believe in the values laid out in the U.S. Constitution, especially the individual rights and freedoms listed in the Bill of Rights.

Civic Republican VS. Procedural Republic Traditions favor different methods of republican governance.

Republics of the past were “city-states”, much smaller and easier to govern than a federal state like the USA.

4-11

The big picture: Why are we reading so much about the Founding Fathers for this course?

Review/Finish Ch. 4... The Founding Fathers agreed on some basic values and principles. But they disagreed on ideology, structure & function of government, and other details, and as a result of agreeing on personal liberty but disagreeing on the details, we have pluralism.

Ch.5: Four Models of “proper” administration (90-4)

U.S. history & PA: Founders, Jacksonians (Pres. Andrew Jackson, on the \$20 bill), Populists, Progressives (anti-trust, greater regulation), New Dealers (Pres. FDR presided over: 1. The Great Depression, 2. WWII □ the federal gov't became very large, the president gained even more power)  
National emergencies often result in a concentration of power into an expanded executive branch.

Shifting role & power of the executive

Since 1970s, there has been a backlash against “big government”: i.e. Reagan’s quote, “Government IS the problem.”

Complexity of local government (115-118) increased. Gov’t approval in the U.S.: high for local, low for federal

New Public Management (NPM): treat PA/governance like a business (focused on efficiency & customer satisfaction)

New Public Governance (NPG): a reaction against NPM, stating that governments have many goals which must be balanced among the private-public-nonprofit sectors (which should cooperate)

The non-profit sector: Why has it grown in the past 50 years? Ideology insists that the gov’t is inefficient, and private NGOs may do a better job more cheaply. These groups are often based on an American civic value of volunteerism.

Conflicting goals & values between the public & non-profit sectors (114): The public sector must be “utilitarian,” providing the greatest good to the greatest number. Non-profits, by contrast, *choose* the population they serve and try to give (only) them the greatest service.

Caldwell article: The Administrative Republic

The Supreme Court & The Constitution, lawyers as Founding Fathers & in gov’t today □ rule of law

“The adjudicative state” & litigation: We use the law(s) to get what we want. If we don’t like something (i.e. a policy unfavorable to us), we sue!

By (procedural, important for Jefferson) VS. For the people (policy, important for Hamilton) (479)

Human nature

Jefferson, like Confucius, believed in the cultivation of virtue (i.e. *suzhi*), pg. 482 for liberty

Hamilton, more paternalistic, believed in “an aristocracy of virtue” (elites) to guide the masses to prosperity and greatness (glory)

For Fri.: read Morgan et al, Ch. 1 & Rosenbloom’s “Public Administration Theory and the Separation of Powers”

4-14: Sat. 1pm on main athletic field: Frisbee!

Morgan et al, Ch. 1

Focus on “the career public servant” (long-term employed, many more of them 7million in U.S., tasked with balancing the public/private/non-profit sectors) VS. an elected official (generally more powerful: in a democracy, those with the most power need to have a clear connection to popular mandate)

Two ways to gain public office (in the U.S.): election, appointment (to a fixed/limited term or a “life tenure”)

Rationality/rational: 1. Goal-based behavior (one’s actions are in pursuit of interests and objectives)

2. rule-based, outlined & restricted by laws

Opposites of rationality: arbitrary decisions, emotions, impulsiveness

Max Weber’s rational bureaucratic ideal = “the instrumental view” of public administration

The instrumental view VS. “a sublimated political process”

Is “non-partisan politics” possible? How? Politics defined as “who gets what, when, and how”

Ordered liberty: preserves the tensions the Founding Fathers *wanted* in the constitution

Based on three “dimensions” of equality: economic, opportunity (i.e. high upward mobility), and social (i.e. for

diversity of opinion/pluralism, ethnicity, gender, sexual orientation, etc.) (8)

Populist & socialist democracy say that redistribution of wealth is *necessary* for democracy.

Liberal democracy is much less interested in economic redistribution.

Pursue & promote (Sth.) VS. achieve (Sth.)

All are “equal before the law.”

“Due process” of law outlined in the Constitution = anyone accused of a crime has a right to one’s “day in court” before a “jury of one’s peers”.

“peer pressure”

Four types of law: 1. Constitutional, 2. statutory, 3. administrative, 4. common.

Functions of law in public life (14-1): 1. Create & limit organizations and institutions, 2. Create & maintain boundaries among the sectors, 3. Partition sovereignty, 4. Provide purposes, goals, and standards for appropriate action, 5. Promote values, edify, and teach, 6. Authorize revenue collection & expenditure

Approaches to the Constitution (17-21): 1. Regime-centered, 2. Value-centered, 3. Structuralist, 4. Process-centered, 5. Functionalist, 6. Doctrinal & Formalistic, 7. Methodological, 8. Historical

Constructionist VS. “positive law” interpretations of the Constitution (17)

Rosenbloom, PA Theory & Separation of Powers

Managerial Approach: similar to the Weberian/instrumental, needs to be efficient like a business, takes ideas from Scientific Mgmt (Taylor, Gulick) such mechanization and specialization. “The individual” is depersonalized as a “case.” Depoliticized following of rules & procedures. Most like the Executive Branch.

Political Approach: The reality of PA is that politics is deeply involved! Factions compete with other factions (under pluralism). “The separation of powers” was *not* for efficiency but to protect people from tyranny & arbitrary power of the state. Values representativeness, responsiveness, accountability. Individuals are grouped into those who are similar & assumed to think the same way/have the same policy preferences. Most like the Legislative Branch.

Legal Approach: Strict adherence to the law as written (positive law), with strong Constitutional values of 1. Due process, 2. Individual rights, 3. Equity. The individual is treated as a single person with unique needs and rights which must be protected. Most like the Judicial Branch.

Mapping the branches of gov’t onto the approaches...

All three branches of gov’t “collapse into the administrative branch” (225) □ bureaucratic dominance of society

Sign up for presentations in groups of 3-4. On Tues., prepare presentations.

4-28

Finish student presentations

Reflect on presentations VS. other activities for future class sessions

Lectures by Julian, practice quizzes, games, student presentations, debate?

Morgan et al., Ch. 3 pg. 51-60, 65-68...

Discretion (judgment, freedom, choice) & its opposites (rule-based, regulations, protocol, established procedures) “leeway in one’s decisions” when to exercise flexibility and when to follow the rules “to the letter”

Performance systems VS. leadership (from Jossey-Bass Reader on Leadership, Ch.13 introduction)

Leaders VS. Managers (Managers focus on doing things right; leaders focus on doing the right thing.)

Why does the level of discretion matter? Can a PA do what s/he thinks is right, or must s/he follow the rules, even if s/he thinks they are wrong? i.e. whistleblowers in gov’t (i.e. Snowden, Julian Assange of Wikileaks)

“street-level bureaucrats” (52) , “on the beat” “beat reporter/beat police officer” = first line of contact between the government and the public/the people, they interact frequently/daily/deeply with individual citizens and groups of concerned citizens. They are “the face of the gov’t”.

Ways to avoid the “faceless bureaucrat” problem: separate the offices which provide services (which we like) from those which enforce rules & regulate (which we think control us/take away our freedom) or otherwise constrain us.

Public administrators’ parameters of discretion... Middle Managers’ = administrators 4 tasks (54)

Senior Managers’ 6 “sense-making activities” (57) forestry = 林业

Non-profit organizations’ administrators have *more* discretion than public administrators. Why?

Still, their discretion is increasingly limited by legal charters & needs of professionalization to compete for grants & other funding. Downsides of professionalization include higher overhead expenses, lower citizen/volunteer participation (so the community is less involved).

Downsides & abuses of discretion (67): in extreme cases it may allow for corruption (i.e. personal favors avoid fines & penalties), arbitrariness (the administrator’s decisions are arbitrary), idiosyncratic standards (each locality has its own rules & standards for success which may not make sense to outsiders)

5 Perspectives on the exercise of discretion: 1. Organizational (be consistent & maximize resources) 2.

Professional (trust and enable the judgment of experts) 3. Client (focus on individual cases and non-formalized problem-solving) 4. Community (preservation of unique, historical, cultural, institutional values) 5.

Constitutional/Legal (protect citizens’ rights to due process, etc., have public accountability, and avoid arbitrariness)

For Tues., read Putnam Ch. 1, pg. 1-45.

5-2

REVIEW

Finish Morgan et al. Ch. 3

Preview questions for “Our Kids” book

Discuss your ideological views (or lack thereof) on socioeconomic opportunity and democracy.

Robert D. Putnam’s previous books: “Making Democracy Work” & “Bowling Alone”

Key = social capital

For Fri., Putnam Ch. 2, pg. 46-79

5-12 Collect revised homework (7 sentences) from Budgeting class.

Review & Finish Presentation on “The American Dream” & Putnam's claim that it is “in crisis”

Videos of & about Putnam

Putnam’s “Our Kids”, Ch. 1: The American Dream (& “Moderately Comfortable Society” 小康社会, Xi’s “Chinese Dream”) based on objective, materialist values and measures of success.

Thought exercise: Changing Sb.'s Mind

Think of an example of something you used to believe or think that you don't anymore. What was your belief? What made you change your mind? Did you realize you were mistaken? If so, what convinced you?

\*contradictory information: a true story, a scientific study, your teacher/parent/friend told you it wasn't true \*a work of fiction (book or movie) dramatically changed your view \*you personally experienced something which made you change your mind \*you learned that people who believe what you used to believe are viewed negatively or are “not the kind of person you want to be” \*something else? \*data (i.e. graphs & charts, statistics, multivariate regressions)

If someone came to you and tried to convince you (with any or all of the above methods) that something you deeply believe is wrong or not true, how would you react? Would you let go of your belief easily, resist and argue against this person, or completely ignore the person?

Putnam's *Our Kids* can be read not only as describing differences in American society but also as *attacking* one of its dearest, almost sacred ideas, suggesting that The American Dream is “in crisis” or no longer available to poor children. What evidence is he using?

Upward mobility through hard work is clearly useful to a nation, *even if it were not true* (whether no longer true

or never true in the first place). How would we know if “The American Dream” is a myth or is dead?

Ch. 1: Two kinds of inequality & Americans' views

Inequality of income (Most Americans say the government should NOT try to even this out)

Inequality of opportunity & social mobility (the opportunity gap) (95% of Americans believe this must be addressed by the gov't)

i.e. 77% of rich Americans go to college, but only 9% of poor Americans do

merit & intelligence VS. economics/preparation/family background/encouragement/pressure

scissors charts (pg. 211 begins a “series” of them): showing a divergence or widening gap between two groups over time

pg. 125 Wealth gap grows

pg. 129 Shrinking middle class neighborhoods, cities and towns are becoming segregated by class (not just race)

i.e. Port Clinton, OH, & Bend, OR.

Ch. 2...

pg. 213 Median age of mothers

pg. 217 Births to unmarried mothers

From syllabus: “Each student will be required to present at least one story to the class and discuss the individual and/or family studied and what that story adds to the concept of achieving the American Dream.”

Pay attention to the individual stories; you will be presenting them to the class! Also note that you'll write a 5-7pg. “reaction paper”

For Tues., Putnam Ch. 3, pg. 80-134 & David Brooks Op-ed, “The Power of Altruism”

5-16

correlation (tendencies & associations) VS. causation (the reason or reasons why Sth. happens or is a certain way)

Ch. 2 (Cont.)...

pg. 227 Less-educated men & non-resident children

pg. 229 Single-parent households by education

pg. 233 Mothers' employment

pg. 252 U.S. imprisonment rate

“Criminal justice reform” Hillary Clinton campaign (reduce the # of “non-violent offenders” in the prison system) VS. “Law & Order” Trump campaign

Ch. 3...

Race & Class: The African American Experience

VIDEOS: The Great Migration away from the Jim Crow South

“Whitopia” & Trump's America: white flight

UNICEF on growing up poor in Camden, NJ

Atlanta, GA: Three segregated cities... “two prosperous, two black”

Three black families' stories: affluent, working-class, and poor

Being rich VS. being wealthy

pg. 369 Table 3.1 Adverse Childhood Experiences Scale (“toxic stress” on young children)

the power of hugs (375)

Parenting Styles: permissive parenting VS. intensive parenting (pg. 383), “concerted cultivation” (monitoring, time/money and other resource-intensive parenting) → self-esteem, autonomy, good decision-making skills VS.

natural growth (reliance on rules and discipline in absence of parental monitoring) → obedience, conformity

(385) Well educated and less educated parents follow one or the other style. (390)

For Fri.: Read Putnam, Ch. 4

5-19

Finishing Ch. 3...

verbal encouragement & discouragement (393) = promotive VS. preventive strategies (396)

Reading VS. TV & family dining trends (400), chart pg. 405

spending money on children, concentrated by class in preschool (2-4 y.o.) and college years (412), time (416)

financial stress & parental worries (428)

excessive “helicopter parents” (monitoring, watching, controlling, deep involvement in children’s education incl. doing homework together & communicating regularly with their teachers, very “hands-on”) → “coddled” & “sheltered” kids & “tiger moms” (put academic pressure to be the best or at least excellent on the kids) VS. permissive/natural growth (more “hands-off”, let them “be kids” and make their own mistakes to learn) VS. inadequate parenting (433)

K = Kindergarten (age 5-6), the first year of compulsory education

Ch. 4...Schooling public, private, “home schooling”

67 high schools in the county

“Two extremes” in Orange County, CA: Troy High School, Fullerton (#3) & Santa Ana High School (#64).

Although they differ greatly in performance, in gov’t “spending-per-pupil” they are almost the same.

“choosing the streets” (493) the choice is whether or not to attend school at all. (Attendance VS. truancy)

Head Start = national program for free preschool, especially in poor communities

teaching VS. managing children in classrooms

continuation school

Are these public schools causes or sites of “class divergence?” (521) Gaps are narrowing between racial groups but widening within them (527), largely due to children of wealthy parents having years more in school.

Residential sorting (532) by affluence of school districts.

Classmates matter! Poor kids achieve more in high-income schools (538), peer pressure maintains high and low standards & aspirations(551). Spending-per-pupil is not very important. Parental involvement at school is probably important. (546)

In affluent areas, some schools seem like “public privates” with parental fundraising to widen extracurricular options (547), these also offer more advanced curricula such as advanced placement (AP) courses (548, chart pg. 550).

In poor areas, all the problems of academics, attention, behavior/discipline, language are present, and children with these problems reduce the performance of their peers. (Chart 559) Socioeconomic differences create “ecological challenges” in what/how much is actually taught in the classroom.

For Tues.: Read Ch. 5 (concluding) of Putnam. Begin to consider which of the “kids” you prefer to present to the class. A list of all “kids” for presentations will be given on Tues., and you will sign up on Tues. to “introduce” them on Fri.

5-23 Read instructions & sign up for *Our Kids* presentations next week.

VIDEOS: Oprah Winfrey on differences between suburban and inner-city schools, ABC News on one of the most dangerous schools in the U.S.

Extracurricular activities build “soft skills” which tend to help affluent children more.(570) Poor kids' participation rates began to decline in the 1980s and are now 20% less than rich kids' (Chart, pg. 579), partially due to fewer options (chart, pg. 585) and increasing “pay-to-play” fees (589)

Public schools today are “echo chambers” which amplify what children bring to them from their homes and neighborhood environments. (595)

The Graduation Equivalence Degree (GED) disproportionately earned by poor people (former dropouts) does little to help upward mobility, including especially admission to colleges (602) A college degree's relative

wage/salary value compared to a high school diploma has almost doubled.

Most important factors for applying and getting into college in the USA: GPA, Recommendation letters, admission essay, test scores, extracurriculars, ethnicity

Community colleges VS. “more selective” institutions of higher education VS. “for-profit” colleges (609)

Enrolling in college does not mean graduating with a Bachelors degree! (Chart, pg. 612)

Ch. 5

“disconnected” youth (626) = minors (under 18) who are neither in school nor employment

“weak ties” (647, 679) & non-kin networks VS. kin networks (nuclear= parents & siblings Vs. extended family)

Social capital VS. fiscal capital Vs. human capital In all cases, “capital” means resources.

“It’s not *what* you know but *who* you know that will make you successful.” = social capital

For Fri., read Ch. 1-5 of “Our Kids” if you haven’t. Note that the syllabus due date for your reaction paper to

“Our Kids” is after “Class 14”. We won’t read Ch. 6 “What Is to Be Done?” until then.

5-26

Prof. Newbold’s response to emails: Midterm exam will be given after she arrives on Jun. 20<sup>th</sup>. Putnam reaction paper to *Our Kids* will also be due. I will ask about the McCabe-Roundtree reaction paper & the final exam. Any other questions or concerns?

Affluent families have community advantages over poor families in terms of how their 1. social networks, 2. mentors & savviness, 3. neighborhoods, and 4. churches help their kids.

1. Social networks (non-kin) VIDEO: Do you really need to have friends?

Affluent family members have, on average, about one more “close friend” to turn to in time of need (chart, pg. 677).

Affluent family members know a wider variety of people in occupations which may offer their kids career advice (chart, pg. 682).

Do rich kids or poor kids do more drugs? (685)

What’s the role of the internet? Does it level the social playing field or widen the gap? (693)

2. Mentors & Savvy VIDEO: The Mentorship

Mentors may be formal (arranged by an org.) or informal (natural relationships), but kids from rich families spend more time with them. (701) By the time kids most need a positive role model, in middle and high school, most formal mentorships have ended. i.e. My Brother’s Keeper, Big Brothers Big Sisters

“The savvy gap” = knowing which institutions will help kids climb the ladder of opportunity and how to use them (703) Kids from poor families are confused about what to do to improve their lives, don’t understand how high schools and colleges work, how to manage money, how to apply for jobs, or how to access financial aid programs specifically designed to help them (705)

i.e. a person may be “tech savvy”

3. Neighborhoods VIDEO: Worst places to live in the U.S.

Growing up in a poor neighborhood, especially the same one as one’s parents and previous generations, has harmful effects on children, and the longer one stays there the stronger the effects become (707)

Knowing one’s neighbors and doing things with them should build “collective efficacy” (711), but the high level of trust necessary for this rarely exists in poor neighborhoods today (chart, pg. 714). H.S. seniors trust in people has fallen twice as fast in families with parents who didn’t go to college (chart, pg. 717) “Love gets you hurt; trust gets you killed.” (719)

H.S.-educated parents in poor neighborhoods also raise more obese teenagers (chart, pg. 723), partially because there’s less opportunity to exercise outside in poor, dangerous neighborhoods.

4. Religious communities VIDEO: Faith by the Numbers: The Socio-economic Impact of Religion in the USA “religion is a vehicle for morality”

Those who go to church every week volunteer more and make more charitable donations to the poor (727), and their kids are 40-50% more likely to go to college, have more friends, behave less riskily (i.e. using drugs or not

wear seatbelts), etc.

Churchgoing makes a bigger difference in the lives of poor kids, but poor families are less likely to go to church than rich ones. By parents' education, rates of going to church are falling much faster among those who are less well educated (chart, pg. 733)

Brooks *NYTimes* editorial on altruism...

assuming people are selfish (as in economics & political science) → selfish behavior (rather than natural altruism/kindness/cooperativeness)

“The economic lens” VS. “The moral lens” for viewing situations as either transactions or relationships bound by moral obligations to “do what's right”

For Fri. prepare your kid/family presentations.

6-6

ITP updates: Budgeting will start over from the beginning.

Democratic Foundations grades during ITP = Putnam 5-7pg. paper, Midterm exam (certain)

Syllabus also lists: 5-pg. McCabe/Roundtree book paper, final exam. Awaiting Prof. Newbold's reply on her teaching/grading plan.

Exams on syllabus are “take home essays”

Starting your Putnam paper is recommended so that your ITP is not too full! You may forget details from the book if you wait to start it.

Finish kid/family presentations from “Our Kids”

For Fri., do readings for Class 10 (Morgan et al Ch. 12, two *NYTimes* editorials)

6-9

Debriefing of Putnam's “Our Kids” who did/didn't have access to the American Dream? You say all but Kayla, Lola & Sofia, Lisa & Amy did (“maybe” Elijah did or didn't). Putnam wants to convince you that David & Elijah didn't, although presenters say they did.

What, again, is Putnam's thesis, and does the book convince you he's right? (It seems you're not convinced.)

Is there a problem or not? If there is a problem, what exactly is the problem?

Putnam's thesis: America has changed. Children of poor parents (both financially & in terms of parenting skills/competence) no longer have access to the American Dream (even if they work hard, they will not succeed in life).

The biggest problem in the USA: 1. Income/wealth gap (between rich & poor) is growing. 2. Rich and poor kids have very different access to opportunities in life. 3. Upward mobility has declined. (according to Putnam's book, 2&3 are most worrisome)

Prof. Newbold will return to Putnam, so be prepared to comment on it and The American Dream.

As a transition to the Morgan et al. textbook, let's consider the legal/political term “jurisdiction” (354)

Law enforcement & policy enactment is either within or outside one's jurisdiction. Interpol

The last chapter, 6, of “Our Kids” asks what can be done about the problems of these poor children and the millions like them. In the “shared power” world of the USA, we need to consider first who should be responsible, in *which jurisdiction* does responsibility lie? Does the problem even fall within the responsibility of a democratic government rather than with the household/family? You will need to have an opinion on this to write your 5-7pg. reaction paper!

## LEVEL OF JURISDICTION TO LEAD IN FIXING THE “CRISIS” IN ACCESS TO THE AMERICAN DREAM REASONS IN FAVOR REASONS AGAINST

U.S. federal gov't Widest impact area (whole country), can make a national program of redistribution, has the most \$ & resources These are individual household problems (the fed gov't should stay out), lack of intimate knowledge of state/local variation, federal programs often are the most wasteful/out of touch, individuals are statistics. Has higher priorities (i.e. state security)

State governments Currently have most control over welfare programs, public colleges, best mediator between federal & local (“happy medium”) States are in the worst fiscal shape due to budget crises

Local gov'ts (city, county) Direct knowledge of individual households' situation, which neighborhoods need help, can customize programs to fit the situation best, have the most influence on primary/secondary schools Lack \$ & resources, even cities can't help/know individuals or households well

Parents & adult family members (the household, *not* gov't) Gov't “shouldn't tell me how to raise my kids”, parents can change their behavior without gov't intervention or funding Doesn't address structural problems in society

The kids themselves (at least once they're teenagers) “pull yourself up by your bootstraps”, build character Doesn't address young children

With a partner, discuss which argument you find most convincing and why. While any solution will obviously require coordination between levels of government and stakeholders (cross-jurisdictional coordination, pg. 357), one section may have to be the “catalytic leader” (353) to start any process of change. We will vote on a class on which level you think should be most responsible.

In 2-round voting, students voted that the family is most responsible → this is not a problem that the gov't is responsible for/can solve?

George W. Bush's national education policy: “No Child Left Behind”

Tues. *NYTimes* editorials & finish Morgan et al., Ch. 12

Fri. vocabulary game, review game, or practice quiz? (students' choice)

6-13

Morgan et al., Ch. 12 on Leadership

What do Americans think of leaders & power? Trust is declining. “Power corrupts. Absolute power corrupts absolutely.”

To review, the U.S. constitution has built in several values and ways to protect/advance them: separation of powers, conflict, individualism & suspicion of public leaders, desire to preserve communities, etc.

Americans favor interest-group pluralism, but today this looks increasingly like “hyperpluralism” leading to uncontrolled passions and a loss of civility in discussions (356) i.e. factionalism, cliques

Pluralism (no single authority on what is “correct”, diversity of opinion is not only tolerated but encouraged/valued) VS. Totalitarianism (one right opinion or political position)

Leadership theories: Great Man (leaders are “born”, not “made”, some extraordinary men are destined to be

great leaders; great men what advance humanity through history)

Trait (leaders have certain traits/characteristics, we can learn to emulate them)

Group-centered contingencies (good leadership depends on the context: time, culture, location)

Organizational & Institution-Centered (i.e. the CCP is the driving force of progress in China)

Political leadership as either transactional (everything politicians do is like a business transaction) or transformative (make large changes based on what leaders believe is right/virtuous/moral)

Catalytic leadership: Top-down change in society/gov't, etc.

Conciliatory leadership: listening to stakeholders & letting them suggest/implement solutions and guide processes of change (similar to "servant leadership")

Brooks *NYTimes* on American Leadership

Sb's occupation (main activity which occupies one's time) Vs. Sb's Job (sth. Does to earn an income) VS. Sb's career (long-term job, usually Sth. More meaningful) VS. Sb's calling (vocation = what calls you to be done?)

What were you born to do? What could you *not* not do? What are you passionate about?)

Teach for America = non-profit org.

Are you your job? To what extent is your job your identity? Is your job who you are as a person?

Do you work to live or live to work? Will your interests & passions be "lifelong" or will they change?

"Careerism" makes politicians "timid" and stuck in the safety of routine rigidity. They feel failure rather than motivated by positive values and beliefs.

Politicians at first are motivated by vocational passion to make a positive difference on issues and for populations they care about. Over time, however, they are "swallowed by the system" as public service "drains them of this sense of vocation."

Moynihan on American Campuses' Free Speech

Recent headlines focus on college campuses, especially those which Moynihan calls "elite" like Oberlin & Yale, and how they treat conservative guest speakers and those with conservative or "non-PC" views in general (i.e. students & professors).

Moynihan finds this focus misplaced; the real problem is cutting funding and programs which affect the structure of how "free speech" is practiced. (i.e. canceling/defunding classes on the environment, race/ethnicity, or gender reduces information on how to express opposing views on these topics)

Conservative politicians are policing college courses with things like Professor Watchlist. They claim to want to protect free speech while proposing things like allowing guns in the classroom. Would you feel free to speak your mind if you knew your classmates might be armed?

VIDEOS: PBS Crash Course on Free Speech, PRAGER U on restrictions on hate speech on campus having bad effects

Fri. Review game