

SOCIAL JUSTICE & PARTICIPATION PADP 7200

Fall 2022
Monday 4:10-6:55p
307 Baldwin

Department of Public Administration and Policy
University of Georgia

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Office hours: Thursday 10:00a-12:00p (reservation) or by appointment

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“You need not be afraid to give us our rights for fear we will take too much,
for we cant take more than our pint’ll hold.”
[Sojourner Truth, 1851, “Ain’t I a woman”](#)

COURSE DESCRIPTION & OBJECTIVES

This course will introduce students to concepts in social (in)justice literature and practice, including diversity, equity, and inclusion (DEI), “isms”, bias, intersectionality, positionality, oppression, descriptive representation, allyship, and justice itself. The class has three key objectives. The first objective is to provide students the critically important opportunity to self-reflect. We will seek to more deeply understand how our background, experiences, and values shape our identity and biases, and how these identities and biases inform our actions as students, public servants, and citizens. The second objective is to collectively learn – through reading, dialogue, and application – about social injustices that (different) people encounter in governing processes. The course material will cover many forms of public participation, from involvement in scientific inquiry to voting in elections to collaboration in project implementation, providing historical and theoretical perspectives from policy and public administrative scholarship. The third objective is to practice interpreting evidence and applying concepts to cases in order to build paths toward meaningful, just citizen engagement. Our practice will involve **considerable reading**, discussion with peers, two group presentations, and a research synthesis that will be shared with the class. The course takes a “flipped classroom” approach, where both students and the instructor are expected to carefully consume assigned materials and use then use the class period to define (and grapple with) concepts and issues, understand the evidentiary basis for claims, and clarify takeaways. The material will focus primarily on social (in)justice the US system, emphasizing racism and racial equity, particularly for Black Americans. The course requires curiosity, discipline, collegiality, and respect for others’ viewpoints.

COURSE DELIVERY & COVID-19

UGA continues to follow Georgia Department of Public Health (GDPH) guidance on COVID-19. Self-isolation is the expectation for faculty, staff, and students who test positive for COVID-19. The protocols are as follows:

- Isolate for 5 days.

- If you have no symptoms or symptoms are resolving after 5 days, you can leave isolation.
- Continue to wear a mask around others for 5 additional days.

Please email me if you will miss class due to COVID-19 and we will arrange accommodations.

If you have been in close contact with someone who is COVID-positive, but you are not sick, GPH and [CDC](#) urge you “...to monitor your health for symptoms of COVID-19 during the 10 days following the last time you were in close contact with a sick person with COVID-19” and to test at least five days after exposure. I encourage you to wear a mask if you are symptomatic even if you test negative or if you have had a recent close exposure to reduce the likelihood of classroom transmission. While the [University Health Center](#) continues to stock COVID-19 vaccines; surveillance testing and Dawg Check have been suspended.

COURSE EXPECTATIONS

This is an elective graduate level course and I therefore expect dedication and commitment to meeting the course objectives outline above. I also expect civility, respect (for me and for peers), and professionalism during class. We are studying a policy issue that is difficult and sensitive for many in an era of instantaneous information and feedback, and we come to class with different opinions, politics, experiences, and values. It is our job to learn, discuss, and debate material with an open mind, actively listen to one another, and build common understandings of the material despite disagreement and differences in policy preferences and beliefs. If you cannot meet these standards, do not take this course. Failure to meet them will be considered a violation of the University of Georgia’s Code of Academic Conduct (Section 5.3, Disorderly Conduct) and will be treated as such.

I will try to learn your names as quickly as possible; I will ask for your name until I’ve learned names so please be prepared to share it with the class every time you speak for the first few weeks. This is especially difficult with masks – I ask that you please sit in the same seat until I get to know you.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. *Please retain flexibility and read announcements posted to eLC.*

Correspondence with instructor: I am delighted to correspond with students about the course via email. I will respond within 48 hours, but do not expect a response on the weekend or holidays.

Office hours: I will hold office hours at the time specified at the top of the syllabus. The default is meeting virtually but I’m happy to meet in person – please email me if you plan to come to the office. To ensure that everyone has an opportunity to meet with me and to make the best use of our time, please reserve your spot at We Join (<https://www.wejoinin.com/sheets/villc/edit>); please avoid scheduling meetings the day of office hours. The Zoom link to the meeting is posted to “Course Overview” in our eLC site. Those without reservations will be asked to leave and re-book. Email me to book an appointment if you are unavailable during weekly office hours.

Technology: You will also need access to eLC and the remote library service; please email me right away if you access issues. Otherwise, there are no technology requirements. Laptops and portable devices are welcome in class but must only be opened and used to take notes or review course

materials. Please do not have your phone visible and put it on silent (not vibrate). Students who disrupt class will be asked to leave.

If UGA/USG pivots classes online, you are required to have your full name visible in Zoom. Please check your name and update it accordingly or I will ask you to do so.

Prohibition on recording or sharing lectures and student presentations: In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Attendance policy: Attendance in class is expected (and evaluated) unless – as in a profession – you are ill or give advanced notice of an absence for other occasional, reasonable causes, including observance of religious holidays. You will not be penalized for these absences and will have opportunities to make up participation points. Please give me advance notice if you will be absent. If you will be absent due to religious holidays, I need notice by August 31st.

Late policy: I have a flexible late policy. If you miss your assigned presentations, you will have the opportunity to make it up, but I strongly suggest you avoid missing your presentation except in the case of illness or family emergency. For late written assignments, you will be docked five percentage points each day passed the due date. Please email me if you become sick and are unable to keep up with work and we will work something out—open lines of communication are very important.

Academic honesty: Students are expected to comply with the UGA Student Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” “Academic Honesty” is “performing all academic work without plagiarism, cheating, lying, tampering, stealing, giving or receiving unauthorized assistance from any other person, or using any source of information that is not common knowledge without properly acknowledging the source”. Students suspected of violating the Student Honor Code will be reported and may receive a score of 0 on the assignment in which violation is suspected. A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at <https://ovpi.uga.edu/>.

Diversity and inclusive learning environment: I support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. Dimensions of diversity can include sex, race, age, national origin, ethnicity,

gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style.

Accessibility and disabilities: If you are concerned about your performance in this class due to a disability (including health issues) or an accessibility issue (e.g., access to technology), please notify me right away so we can come up with a plan to ensure your success in this course. Please notify the Office for Disability Services (<https://drc.uga.edu>) as soon as possible if you require accommodations. Documentation of a disability and our email exchanges are confidential.

Preferred names and pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Land and labor acknowledgement: I acknowledge that the land in which we learn and work at UGA is the territory of the Muscogee-Creek, Cherokee, and Chickasaw Peoples, and that UGA benefited from the labor of enslaved peoples, primarily of African descent, during the antebellum period. You can find resources on slavery (as well as indigenous peoples' removal in Athens) at this website: <https://www.slaveryatuga.org/>.

ON-CAMPUS RESOURCES

Academic

- Library: <https://www.libs.uga.edu/>
- Division of Academic Enhancement Services: <https://dae.uga.edu/services>
- Division of Academic Enhancement Resources: <https://dae.uga.edu/resources>
- Printing kiosks: https://eits.uga.edu/support/printing_kiosks/
- Campus software: https://eits.uga.edu/hardware_and_software/
- Virtual computer lab (Vlab): <https://eits.uga.edu/support/vlab/>
- EITS support: <https://eits.uga.edu/support/>
- Office of experiential learning: <https://el.uga.edu/>
- Office of service-learning: <https://servicelearning.uga.edu/>

Personal

- Student Veteran Resource Center: <https://svrc.uga.edu/>
- Disability Resource Center: <https://drc.uga.edu/site>
- Financial Hardship Support: <https://financialhardship.uga.edu/>
- Women's Resource Center: <https://women.uga.edu/>
- LGBT Resource Center: <https://lgbtcenter.uga.edu/>
- Office of Institutional Diversity: <https://diversity.uga.edu/index.php/resources>

Mental Health and Wellness

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach (<https://sco.uga.edu/>) in the Division of Student Affairs at 706-542-7774.

They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

- Crisis support: <https://www.uhs.uga.edu/info/emergencies>
- Counseling services: <https://www.uhs.uga.edu/caps/welcome>
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App

ASSIGNMENTS

Grading allocation (and due dates) of assignments is as follows:

Four journal entries (one is identity exercise)	10%
Group project research synthesis	25%
Group case study and proposal	25%
Weekly participation	
1. Class contributions	20%
2. Discussion questions	15%
4. Audience membership	5%
Total:	100%

One of the three key goals of this course is authentic self-reflection. Therefore, you must submit a one-page (max) “**journal entry**” four (4) times during the semester. The required content for journal entries is flexible but must incorporate some course material. The main objective of the journal entries is to investigate our identities and biases, but there is no requirement for students to disclose anything about themselves. How much you share about yourself is completely up to you. To that end, journal entries can take an intellectual angle (e.g., debating points of disagreement within the literature), a personal angle (e.g., exploring how the literature speaks to your experience or changes your perspective), or a combination of both. Journal entries are confidential and will be read by only the instructor. The exercises we do in Week 2 will count as and inform your first entry. Journal entries are due Tuesdays at 11:59p and should be submitted through eLC. Students will receive a “check” for satisfactory entries or “check minus” for unsatisfactory (i.e., low effort) entries.

The most significant requirement of the course is participating in a **group project**, which will co-produce knowledge products for the class and provide students with an opportunity to study and practice communicating (to policymakers and public managers) about a social justice issue of their (group) choosing. The whole project will contain three parts: two 15m presentations (plus 15m for Q&A) plus a final report summarizing information contained in both presentations. The first presentation, occurring mid-semester, will synthesize the evidentiary basis on a given social justice issue within a specific policy/public service sector (e.g., law and enforcement, housing, education, public health, environment, economy). The second presentation, occurring at the end of the semester, will outline a specific case demonstrating the social justice issue and propose recommendation(s) for resolving the injustice, including but not limited to participatory strategies.

Materials from both presentations will be included in a 4-5 page report (single spaced, excluding references) written by the group. The first part of the report (research synthesis) will be shared with the class when the semester concludes. Detailed instructions will be posted and discussed early in the semester. Students will have opportunity to work on their projects during class periods and provide feedback about their peers' contributions; this feedback will be reflected in final grades.

Finally, and as noted earlier, this course largely follows a “flipped classroom” format, where each of us is responsible for carefully reading material for the week, preparing one or more questions, and coming to class ready to actively participation (through verbal contributions and listening).

Participation in this course is therefore crucial, as reflected in the grading allocation. The first part of the participation grade is **class contributions**. During class, we will carefully review the literature we read to (a) clarify key takeaways, the scope of empirical evidence, and useful theoretical concepts, (b) constructively critique materials, and (c) consider extensions to practice and public service. The second component of the participation grade is a weekly **discussion question**. You must email me your question by Sunday night at 11:59p. Monday morning, I will post all questions anonymously to a google document. The set of student questions will be used to guide our discussion each week, in cooperation with the standard set of questions I prepare. Students will have an opportunity to review questions and suggest areas of focus for discussion based on their questions and peers' questions. The final component of the participation grade is **audience membership**. We have two full days for presentations. In addition to being a presenter, you are also a valued member of the audience. Both questions and comments are expected from each of you on those presentation days.

FINAL GRADES

Final grades are assigned at the end of the semester based on each student's performance on the course requirements using the following scale. Please do not ask me to “round up”—I won't.

A	94-100	C+	77-79.99
A-	90-93.99	C	74-76.99
B+	87-89.99	C-	70-73.99
B	83-86.99	D	60-69.99
B-	80-82.99	F	60 or below

REQUIRED READINGS

All readings will be provided through eLC. Readings are organized by week. There are several e-books that I've secured and will post; these are great supplementary readings. MPA students are encouraged to read the PhD readings if interested but they are certainly not required.

COURSE PLAN

Week 1 (August 22): Introduction & ground rules

Watch: “Honor native land – A guide to and call to acknowledgement”. *U.S. Department of Arts and Culture*. <https://usdac.us/nativeland>

Gay, Roxane. 2014. “Intro. Feminism (n.): Plural”. *Bad Feminist*. Harper Perennial. pp. X-XIV.

Kendi, Ibram X. 2019. “My Racist Introduction”. *How to be an Anti-Racist*. Random House Publishers. pp. 1-9.

Kulke, Stephanie. “Black Medical Students Report More Belonging, Greater Confidence in HBCU schools”. *Northwestern Now*. August 3, 2022.

<https://news.northwestern.edu/stories/2022/08/black-medical-students-report-more-belonging-greater-confidence-in-scholastic-abilities-in-hbcu-schools/>

Jacobs, Julia. “Beyoncé Will Change Lyrics After Criticism Over ‘Ableist Language’.” *New York Times*. August 1, 2022.

<https://www.nytimes.com/2022/08/01/arts/music/beyonce-lyrics-heated-changed.html>

Knight, David. “Request for information from Chancellor MacCartney”. *House Appropriations Subcommittee on Higher Education, Georgia State Assembly*. February 4, 2022.

“Managing conversations when you disagree politically”. *American Psychological Association*. November 15, 2019. <https://www.apa.org/topics/stress/conversations>

Kelly, Caroline. “Keeping it Civil: How to Talk Politics Without Letting Things Turn Ugly”. *National Public Radio* (NPR). April 12, 2019.

<https://www.npr.org/2019/04/12/712277890/keeping-it-civil-how-to-talk-politics-without-letting-things-turn-ugly>

Grigsby Bates, Karen. “When Civility Is Used as a Cudgel Against People of Color”. *National Public Radio* (NPR). March 14, 2019.

<https://www.npr.org/sections/codeswitch/2019/03/14/700897826/when-civility-is-used-as-a-cudgel-against-people-of-color>

Weible, Chris. “Be like Mark! A Guideline to Analyzing Journal Articles”. *Medium*. April 16, 2020.

<https://medium.com/policy-process-matters/be-like-mark-a-guide-to-analyzing-journal-articles-235c79ccd117>

Week 2 (August 29): Identity and intersectionality

Fearon, James. 1999. “What is Identity? (as we now use the word)?” Unpublished manuscript.

Watch: Crenshaw, Kimberlé. 2016. “The urgency of intersectionality”. *TEDWomen*.

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

Review post and comments: Jefferson, Hakeem. “Ketanji Brown Jackson and representation”.

March 21, 2022. <https://twitter.com/hakeemjefferson/status/1506077817242497028>

Review: Stages of Racial and Cultural Identity Development. Treatment Improvement Protocol (TIP) Series, No. 59. *Improving Cultural Competence*. Center for Substance Abuse Treatment (US).

<https://www.ncbi.nlm.nih.gov/books/NBK248422/table/ch2.t1/>

Review: Look through “isms”, “diversity”, “equity”, “inclusion”, “microaggression”, and any other concepts that interest you. Racial Equity Tools Glossary: <https://www.racialequitytools.org/glossary>

Week 3 (September 5): LABOR DAY – NO CLASS

Skim – Beaulieu, Emily et al. 2017. “Women Also Know Stuff: Meta-Level Mentoring to Battle Gender Bias in Political Science”. *Political Science & Politics* 50(3): 779-783.

Skim – Lemi, Danielle C., Osorio, Maricruz, and Rush, Tye. 2019. “Introducing People of Color Also Know Stuff”. *Political Science & Politics* 53(1): 140-141.

Get familiar with (test it out!) – Gender Balance Assessment Tool (GBAT). Created and maintained by Jane L. Sumner. <https://jsumner.shinyapps.io/syllabustool/>

Week 4 (September 12): Explicit and implicit bias

Kendi, Ibram X. “Chapter 1: Definitions”. *How to be an Anti-Racist*. Random House Publishers. pp. 12-23.

Blumer, Herbert. 1958. “Race Prejudice as a Sense of Group Position”. *The Pacific Sociological Review* 1(1): 3-7.

Bell, Elizabeth. 2021. “Deserving to Whom? Investigating Heterogeneity in the Impact of Social Constructions of Target Populations on Support for Affirmative Action”. *Policy Studies Journal* 49(1): 268-299.

Ozer, Adam L. 2022. “Women Experts and Gender Bias in Political Media”. Accepted for publication at *Public Opinion Quarterly*.

Kim, Juliana. “How we talk about monkeypox matters. Experts offer ways to reduce stigma”. *National Public Radio* (NPR). July 31, 2022.
<https://www.npr.org/2022/07/31/1114670483/monkeypox-messaging-stigma>

Dougherty, Conor. “Twilight of the NIMBY”. *New York Times*. June 5, 2022.
<https://www.nytimes.com/2022/06/05/business/economy/california-housing-crisis-nimby.html>

Take the test and save your results (you will not be required to disclose them):
<https://www.projectimplicit.net/brs/>

Week 5 (September 19): The problem with measurement

Gabehart, Kayla. 2022. “Rural Society, Democratic Exclusion, and the Cultural Divide: Moving Towards a Research Agenda of the Study of Ruralness”. *Public Integrity*.

Monk, Ellis P. 2022. “Inequality without Groups: Contemporary Theories of Categories, Intersectional Typicality, and the Disaggregation of Difference.” *Sociological Theory* 40(1): 3-27.

Moynihan, Donald, Giannella, Eric, Herd, Pamela, and Sutherland, Julie. 2022. "Matching to Categories: Learning and Compliance Costs in Administrative Processes". *Journal of Public Administration Research and Theory*.

Sear, Rebecca. 2019. "Demography and the Rise, Apparent Fall, and Resurgence of Eugenics". *Population Studies* 7(1): 201-220.

Week 6 (September 26): Institutions and structuralism

Suryanarayan, Pavithra and White, Steven. 2020. "Slavery, Reconstruction, and Bureaucratic Capacity in the American South." *American Political Science Review* 115(2): 568-584.

Bonica, Adam, Grumbach, Jacob M., Hill, Charlotte, and Jefferson, Hakeem. "All-Mail Voting in Colorado Increases Turnout and Reduces Turnout Inequality". *Electoral Studies* 72: 1-12.

Hankinson, Michael and Magazinnik, Asya. 2021. "The Supply–Equity Trade-off: The Effect of Spatial Representation on the Local Housing Supply." *Working paper*.

Demas, Jerusalem. "The Next Generation of NIMBYs". *The Atlantic*. July 20, 2022. <https://www.theatlantic.com/newsletters/archive/2022/07/the-next-generation-of-nimbys/670590/>

Week 7 (October 3): Policy feedback

Mettler, Suzanne. "Engagement: Policy Feedback Effects of the G.I. Bill for World War II Veterans". *The American Political Science Review* 96(2): 351-365.

Bruch, Sarah K., Marx Ferree, Myra, and Soss, Joe. 2010. "From Policy to Polity: Democracy, Paternalism, and the Incorporation of Disadvantaged Citizens". *American Sociological Review* 75(2): 205-226.

Michener, Jamila. 2019. "Policy Feedback in a Racialized Polity". *Policy Studies Journal* 47(2): 423-450.

Brawley, Otis W. 1998. "The Study of Untreated Syphilis in the Negro Male". *Int. J. Radiation Oncology Biol. Phys.*, Vol. 40, No. 1, pp. 5–8.

Pember, Mary Ann. "Road to Healing: Deb Haaland Pledges Boarding School Truths Will Be Uncovered." *Indian Country Today*. July 9, 2022. <https://indiancountrytoday.com/news/we-all-carry-the-trauma-in-our-hearts>

Week 8 (October 10): Research synthesis presentations

No readings this week

Week 9 (October 17): What is justice?

Sandel, Michael J. 2009. Ch 1: "Doing the Right Thing". *Justice*. New York: Farrar, Straus and Giroux. pp. 3-30.

Davis, Angela Y. Ch 6: "Education and Liberation: Black Women's Perspective". *Women, Race, and Class*. New York: Vintage Books.

Sandel, Michael J. 2009. Ch 7: "Arguing Affirmative Action". *Justice*. New York: Farrar, Straus and Giroux. pp.167-183.

Sandel, Michael J. 2009. Ch 10: "Justice and the Common Good". *Justice*. New York: Farrar, Straus and Giroux. ONLY pp. 260-269.

Lau, Jacqueline D., Gurney, Georgina G., and Cinner, Joshua. 2021. "Environmental Justice in Coastal Systems: Perspectives from Communities Confronting Change". *Global Environmental Change* 66: 1-12.

Read through website: Redress for Linnentown. <https://www.redressforlinntown.com/removal>

Week 10 (October 24): Elections, voting behavior, and agenda setting

Barber, Michael and Holbein, John B. 2022. "400 million voting records show profound racial and geographic disparities in voter turnout in the United States". *PloS One* 17(6): 1-13.

Wasow, Omar. 2020. "Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting". *American Political Science Review* 114(3): 638-659.

Okeowo, Alexis. "The Heavy Toll of the Black Belt's Wastewater Crisis". *The New Yorker*. November 23, 2020. <https://www.newyorker.com/magazine/2020/11/30/the-heavy-toll-of-the-black-belts-wastewater-crisis>

Choose and read one; come prepared to present:

- (1) Naurin, Elin, Stolle, Dietlind, and Markstedt, Elias. 2022. "The Effect of Pregnancy on Engagement with Politics." *American Political Science Review*: 1-7.
- (2) Ocampo, Angela X., Dana, Karam, and Barreto, Matt A. 2018. "The American Muslim voter: Community belonging and political participation". *Social Science Research* 72: 84-99.
- (3) Levin, Ines. 2013. "Political Inclusion of Latino Immigrants: Becoming a Citizen and Political Participation." *American Politics Research*.
- (4) Woody, Deva. 2018. "The Importance of Public Meaning for Political Persuasion." *Perspectives on Politics*.
- (5) Sanchez Gabriel R., Foxworth Raymond. 2022. "Social Justice and Native American Political Engagement: Evidence from the 2020 Presidential Election." *Public Opinion Quarterly*.
- (6) Miller, Peter and Powell, Sierra. 2015. "Overcoming Voting Obstacles: The Use of Convenience Voting by Voters with Disabilities". *American Politics Research*.

- (7) “Self-Interest, Social Security, and the Distinctive Participation Patterns of Senior Citizens”. 2002. Louise Campbell, Andrea. *American Political Science Review*.

Week 11 (October 31): Racializing the administrative state

Ray, Victor, Herd, Pamela, and Moynhan, Donald. 2022. “Racialized Burdens: Applying Racialized Organization Theory to the Administrative State”. *Journal of Public Administration Research and Theory*.

Blume, Grant H. 2022. “As Expected: Theoretical Implications for Racialized Administrative Power as the Status Quo.” *Journal of Public Administration Research and Theory*.

McCambly, Heather and Colyvas, Jeannette A. 2022. “Dismantling or Disguising Racialization?: Defining Racialized Change Work in the Context of Postsecondary Grantmaking”. *Journal of Public Administration Research and Theory*.

Eubanks, Virginia. “Algorithms Designed to Fight Poverty Can Actually Make It Worse”. *Scientific American*. November 1, 2018. <https://www.scientificamerican.com/article/algorithms-designed-to-fight-poverty-can-actually-make-it-worse/>

Week 12 (November 7): Participation in conventional procedural process

Einstein, Katherine Levin, Palmer, Maxwell, and Glick, David M. 2018. “Who Participates in Local Government? Evidence from Meeting Minutes”. *Perspectives on Politics* 17(1): 28-46.

Hurlbert, Margot and Rayner, Jeremy. 2018. “Reconciling power, relations, and processes: The role of recognition in the achievement of energy justice for Aboriginal people”. *Applied Energy*. 228: 1320-1327.

Yackee, Jason Webb and Yackee, Susan. 2006. “A Bias Towards Business? Assessing Interest Group Influence on the U.S. Bureaucracy”. *The Journal of Politics* 68(1): 128-139.

Martinez, Eduardo J. “Democratic Innovation to Improve Agency Rulemaking Comments”. *The Regulatory Review*. March 15, 2022. <https://www.theregreview.org/2022/03/15/martinez-democratic-innovation-improve-rulemaking/>

Week 13 (November 14): Participation in collaborative models

Turnhout, Esther, Metzger, Tamara, Wyborn, Carine, Klenk, Nicole, and Louder, Elena. 2020. “The Politics of Co-Production: Participation, Power, and Transformation”. *Current Opinion on Environmental Sustainability* 42: 15-21.

Dobbin, Kristin and Lubell, Mark. 2019. “Collaborative Governance and Environmental Justice: Disadvantaged Community Representation in California Sustainable Groundwater Management”. *Policy Studies Journal* 49(2): 662-590.

Siddiki, Saba, Kim, Jangmin, and Leach, William D. 2017. “Diversity, Trust, and Social Learning in Collaborative Governance”. *Public Administration Review* 77(6): 863-874.

Markus, Gregory B. and Krings, Amy. 2020. "Planning, Participation, and Power in a Shrinking City: The Detroit Works Project". *Journal of Urban Affairs* 42(8): 1141-1163.

Bryson, J.M., Quick, K.S., Slotterback, C.S. and Crosby, B.C. (2013), "Designing Public Participation Processes". *Public Admin Rev*, 73: 23-34.

Week 14 (November 21): Representation in government

Lemi, Danielle C. 2022. "What is descriptive representation?" *Political Science and Politics* 55(2): 290-292.

Hoang, Trang, Suh, Jiwon, and Sabharwal, Meghna. 2022. "Beyond a Numbers Game? Impact of Diversity and Inclusion on the Perception of Organizational Justice". *Public Administration Review* 82(3): 537-555.

Kennedy, Brandy A. 2013. "Sorting Through: The Role of Representation in Bureaucracy". *Journal of Public Administration Research and Theory* 23(4): 791-816.

Luis Molina, Angel and Favero, Nathan. 2016. "Is Active Representation an Organizational-Level Process? The Indirect Effect of Bureaucrats on Clients They Don't Directly Serve". *The American Review of Public Administration* 48(1): 1-20.

Week 15 (November 28): Allyship + TBD (something easy)

Edwards, Keith E. 2006. "Aspiring Social Justice Ally Identity Development: A Conceptual Model". *NASPA Journal* 43(4): 39-60.

Singh, Anneliese A. 2019. Handout from *Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing*. New Harbinger Publications, Ltd.

Utt, Jaime. 2020. "10 Things Allies Need to Know".
<https://everydayfeminism.com/2013/11/things-allies-need-to-know/>

Week 16 (December 5): Case study presentations

No readings this week