UNIVERSITY OF DELAWARE

**BIDEN SCHOOL OF PUBLIC
POLICY & ADMINISTRATION**

SPPA 840: ADVANCED PUBLIC POLICY AND ADMINISTRATION
Spring 2023

Thursdays 2:00pm-5:00pm
Class Location: Graham 295

Instructor Information

Dr. Sarah K. Bruch
Associate Professor
Biden School of Public Policy & Administration (primary)
Department of Sociology & Criminal Justice (secondary)
School of Education (courtesy)
298A Graham Hall
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Office Hours: by appointment

Course Overview

This course in advanced public policy and administration provides students with an in-depth application of public policy and public administration theories in empirical scholarship. This semester, the course focuses on social and racial equity in various areas of public policy and administration. The course provides a theoretical and conceptual overview of social and racial equity within public policy and administration.

Course Goals/Learning Outcomes

- Ability to read policy literature analytically for substance and methods, including identifying contributions and knowledge gaps.
- Ability to synthesize theoretical perspectives and substantive content within and between the fields of public policy and public administration.
- Understanding of the application of public policy and public administration theories and research methods in empirical research.
- Ability to construct research questions and determine appropriate research design, data, and method for answering them.

- Application of public policy and public administration theories and substantive content to area of interest.
- Prepare students to identify their own perspectives and apply them to make original and significant contributions to scientific knowledge in their area of research.
- Gain awareness of how to conduct research that is responsive to current significant societal issues and that considers potential societal impacts.
- Broaden awareness of the political, social, and ethical considerations related to conducting research in public policy and public administration.
- Gain an understanding of how social inequities influence research in policy and administration, and how research can be used to address these inequities.
- Prepare students to be open to and learn to evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives.
- Gain an understanding of how systemic inequalities and power differentials operate, are experienced, and are reinforced at individual, group, community, institutional, and global levels.

Course Format

The course is designed as a doctoral discussion-based seminar. The instructor and our faculty guests will provide background and context on the areas of inquiry and assigned readings each week and will facilitate class discussion to ensure that key points are raised and subjected to critical interrogation. The course has a lengthy reading list curated to encompass a wide range of theoretical perspectives and research designs to provide students with a strong foundation for engagement with the material and future work.

Class meetings should complement our independent work with the readings by offering a forum for dialogue on issues that we find particularly important, challenging, and promising. Here, as in scholarly dialogue more generally, it is your responsibility to make sure that the conversation does not bypass the issues that you consider most important. For this format to work, you will need to read with a critical eye and think about how the issues under consideration relate to your own development and interests as a scholar.

It is my intent that we all work together to create an inclusive classroom environment in which all students feel empowered and that fosters learning for everyone. Each of us brings our unique experiences and acquired forms of knowledge to the course. Viewing these as resources and engaging in respectful and constructive dialogue with one another will facilitate the creation of an environment where we all learn from one another. My hope is that we all are able to engage in critical analysis and interrogate ideas and evidence in ways that encourage dialogue and generative discussions with each other. Your suggestions about how to improve our learning community are encouraged and appreciated.

Our learning this semester is important, and our safety, health, and well-being are prerequisites to learning. While I expect you to put forth strong effort and meet course requirements, your health, safety, and well-being are the most important. Let us all stay mindful of our circumstances and those of our classroom community members, extend

grace generously, give ourselves and others patience, engage in open communication, and give the best we can, knowing that this may look differently for each of us.

Course Material/Readings

All readings and course material are available on the Canvas site for the course.

Assignments

EXPLORING, INTERROGATING, AND APPLYING RACIAL AND/OR SOCIAL EQUITY

The assignments in this course are designed around exploring, interrogating, and applying racial and/or social equity to a particular area of scholarship.

Area of Inquiry Two-Pager, due February 27 (10% of course grade)

Write an essay (2 pages, single-spaced) that describes a specific line of inquiry within public policy and administration. In the essay, provide a brief summary of the types of animating questions, issues, or problems that research in this area focus on, and describe the particular research problem and questions that you are interested in exploring.

Area of Inquiry Equity-Focused Literature Exploration Assignment, due March 20

The purpose of this assignment is for you to use the searching and sorting techniques that allow you to identify equity-focused research related to your area of inquiry. These pieces could be theoretical or conceptual in nature or could be empirical applications or explorations of social or racial equity. For the assignment, provide a reference list of 10-15 readings and a 2-3 sentence justification for why you have selected it as one of the best or most important pieces of scholarship to inform your understanding of equity in your area of inquiry.

Analytical Review of Equity-Focused Literature, due April 17

Write an essay (4-5 pages single-spaced) that includes the following three elements.

1. A concise synthesis of the studies you identified in the literature exploration assignment. The synthesis should provide an integrated summary of the key conceptual understandings and theoretical perspectives of social and/or racial equity used in the area of inquiry, as well as the methods and empirical evidence used in examining equity in the area. This requires that you go beyond simply summarizing each of the readings separately (although this might be a helpful first step for you to do prior to writing the essay).
2. Develop an analytic perspective on the readings. This requires that you provide an evaluation or assessment of the ideas (theories, concepts, arguments), and/or research design (methods, data, evidence) used in the readings. This analysis should reflect your perspective/voice and intellectual engagement with the material. Your

analysis should engage with the project that the scholars set out to accomplish in their work, interrogating it on its own terms. Analyses can include assessments of strengths and weaknesses or limitations, or the alignments of the different elements of the research. Critiques raised or alternatives suggested should go beyond identifying a concern or suggestion to include the substantive implications for the research. See the Advice on Reading Analytically" resource document for additional suggestions on how to approach building an analytical perspective on the readings.

Equity-Focused Research Proposal Part 1, due May 1

Write the first part of a research proposal for an equity-focused research project in your area of inquiry. The proposal could be to begin a new, stand alone project, or it could be extension or component of a current or larger project. This part of the proposal should be 3-5 pages single-spaced, and include the following elements:
- Research Problem/Problem Statement: what is the specific equity-related problem or issue addressed by the proposed research?
- Equity Conceptualization: how are you conceptualizing social or racial equity in the proposed project?
- Equity Application: how are you proposing to empirically examine social or racial equity in the proposed project?
- Research Question: what is the primary research question?
- Equity Contribution: what are the contributions of the project (theoretical, conceptual, methodological and/or substantive)?

Equity-Focused Research Presentation, May 11 (10% of course grade)

Prepare and deliver a research presentation (12-15 minutes) of your equity-focused research proposal in your area of inquiry. Presentations should be modeled on academic conference presentation typical in public policy and administration conferences such as APPAM, ASPA, and APSA (see Speaking at APPAM Best Practices, Smith and Salmond 2011 "Improving Conference Presentations in Political Science", and the Preparing for Academic Presentations slide deck for additional suggestions and resources).

Equity-Focused Research Proposal, due May 15 (70% of course grade)

Write a research proposal which provides a description of the theory, research design, methods, and data proposed for the project. The proposal should reflect a revision of the earlier draft of part 1 submitted on May 1, and build on this foundation to a description of a potential research design and potential analytic method for your project. The description of the research design and method should both be focused on elaborating how they are will be used to answer your specific research question. The proposal should include the significance of the work, especially as it relates to equity. This can be done by placing the project in the policy and/or practice context, specifying the theoretical and/or conceptual use and application of equity, and grounding the proposed study in the relevant literature.

Participation and Engagement (10% course grade)

To help facilitate the discussion each week, submit a Canvas post by the preceding Wednesday evening by 5pm. In the post, please contribute 2-4 questions that you would like to contribute for class discussion. I will compile all the questions submitted for us to use in class (and for the weeks we have a faculty guest, will share with them as well).

Active participation during class sessions is essential for learning the material. Active participation during class meetings includes attendance, asking questions, contributing your perspectives to class discussions, and responding to your classmates' ideas in ways that are attentive, respectful, responsive, and critical. Students will receive strong marks for participation if they are consistently engaged and make a good faith effort to advance our collective understanding.

It is understood that professional and personal responsibilities, illness or emergencies may require students to miss class during the semester. In these instances, students should contact the instructor via email as soon as possible, and arrange to check in with classmates about the class session.

Grading Scale

Final course grades are determined by the assessment of the four course requirements.

Grade	Interval	Grade	Interval
A	94.50 and over	C	72.50 to 76.49
A-	89.50 to 94.49	C-	69.50 to 72.49
B+	86.50 to 89.49	D+	66.50 to 69.49
B	82.50 to 86.49	D	62.50 to 66.49
B-	79.50 to 82.49	D-	59.50 to 62.49
C+	76.50 to 79.49	F	Below 59.49

University of Delaware Resources and Policies

Mental Health and Wellbeing

In addition to impacting your overall wellbeing, diminished mental health can interfere with optimal academic performance. If this course is causing or contributing significant mental or emotional stress, then please reach out to me directly. The University of Delaware also has several types of resources available to support your wellbeing.

UD's Center for Counseling & Student Development (CCSD) provides cost-free and confidential mental health services to help you manage personal challenges that threaten your emotional or academic well-being. Remember, getting help is a smart and courageous thing to do -- for yourself and for those who care about you. CCSD is open and available remotely, and 24/7 mental health support remains available on the UD Helpline at 302-831-1001 for any student in need of someone to talk to. Visit CCSD's website for additional information and resources.

UD's Crisis Text Line is available to connect with a professional who specializes in supporting students of color via a confidential text message. Text "UDTEXT" or "STEVE" at 741741.

The Division of Student Life also has a comprehensive listing of well-being resources, activities and services available to all students on their Wellbeing webpage.

Accommodations

I am eager to hear from anyone who may require accommodations in this class for reasons related to ability or life situation. Please let me know if I can help by modifying seating arrangements, deadlines, or other features of the class so that appropriate arrangements may be made. The earlier you can let me know about anything that is going on that could cause problems for you, the better. If we know about it early on, we can work together to make sure it doesn't create bigger problems for you.

All deadlines for this class are firm, and can be changed only at my discretion for individuals who contact me in advance to discuss legitimate reasons for needing extensions. I can be reached most easily through email, because I check it often.

Any student who may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. For more information, please visit Getting Registered at DSS. Contact DSS by phone: 302-831-4643; fax: 302-831-3261; website: www.udel.edu/dss; email: dssoffice@udel.edu; or visit 240 Academy Street, Alison Hall Suite 130 during business hours (8-5 M-F).

Syllabus Modifications

This syllabus describes a plan, which like any plan may be revised or updated if it is reasonable and appropriate to do so based upon the experience of implementing it.

Academic Integrity

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. View the [university's academic integrity policies and procedures](). Office of Student Conduct, 218 Hullihen Hall, (302) 831-2117. E-mail: [student-conduct@udel.edu]()

Use of Advanced Automated Tools

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact: Office of Equity & Inclusion- [oei@udel.edu](), 305 Hullihen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Office of Disability Support Services, [dssoffice@udel.edu](), Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the [U.S. Department of Education - Office for Civil Rights]()

Harrassment, Discrimination, and Sexual Misconduct

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment and sexual misconduct. As a member of the community, your rights, resource and responsibilities are reflected in the Non-Discrimination, Sexual Misconduct, and Title IX policy. Please familiarize yourself with this policy at the University's Office of Equity & Inclusion's website.

You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline. Read the full policy or file a report.

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator.

For more information on Sexual Misconduct policies, where to get help, and reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24/7/365 crisis assistance and victim advocacy and counseling. Contact 302-831-1001 to get in touch with a sexual offense support advocate, as well as confidential and anonymous counseling services for other concerns.

Course Schedule

Week 1 (February 9): Course Introduction and Overview

Week 2 (February 16): Recent Perspectives on Equity in Public Policy and Administration

Required Readings

Cairney, Paul, Emily St. Denny, Sean Kippin, and Heather Mitchell. 2022. "Lessons From Policy Theories for the Pursuit of Equity in Health, Education and Gender Policy." Policy and Politics 50(3): 362-383.

Heikkila, Tanya and Michael D. Jones. 2022. "How Diverse and Inclusive are Policy Process Theories?" Policy and Politics 50(3): 21-42.

Michener, Jamila. 2022. "Race, Power, and Policy: Understanding State Anti-Eviction Policies During COVID-19." Policy and Society 41(2): 231-246.

Alexander, Jennifer and Camilla Stivers. 2020. "Racial Bias: A Buried Cornerstone of the Administrative State." Administration and Society 52(10): 1470-1490.

Williams, Brian N. and Brendin Duckett. 2020. "At the Juncture of Administrative Evil and Administrative Racism: The Obstacles and Opportunities for Public Administrators in the United States to Uphold Civil Rights in the Twenty-First Century." Public Administration Review 80(6): 1038-1050.

Blume, Grant H. 2023. "As Expected": Theoretical Implications for Racialized Administrative Power as the Status Quo." Journal of Public Administration Research and Theory 33: 30-42.

Supplemental Readings

Tormos-Aponte, Fernando, James E. Wright II, and Health Brown. 2021. "Implementation has Failed, Implementation Studies Have Failed Even More: Racism and the Future of Systemic Change." Social Science Quarterly 102(7): 3087-3094.

Brown, K. Steve, Kilolo Kijakazi, Charmaine Runes, and Margery Austin Turner. 2019. "Confronting Structural Racism in Research and Policy Analysis: Charting a Course for Policy Research Institutions" Urban Institute.

Michener, Jamila. 2022. A Racial Equity Framework for Assessing Health Policy. Commonwealth Fund: Issues Brief.

Michener, Jamila, and Tiffany N. Ford. 2022. Engaging Voice to Support Racially Equitable Policymaking. Commonwealth Fund: To The Point Blog.

Week 3 (February 23): Equity in Access to Government Services

Faculty Guest: Don Moynihan, McCourt School of Public Policy

Required Readings

Ray, Victor, Pamela Herd, and Donald Moynihan. 2023. "Racialized Burdens: Applying Racialized Organization Theory to the Administrative State." Journal of Public Administration Research and Theory 33: 139-152.

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

Cepiku, Denita and Marco Mastrodascio. 2021. "Equity in Public Services: A Systematic Literature Review." Public Administration Review 81(6): 1019-1032.

Balu, Rekha. 2021. Approaches and Methods for Assessing and Remedying Barriers, Burden, and Inequities in Public Service Delivery and Access. MDRC.

Institute for Research on Poverty. 2021. Understanding Systemic Racial and Ethnic Inequities in Human Service Provision. Institute for Research on Poverty Inequities Memo Series.

Supplemental Readings

Institute for Research on Poverty. 2021. Understanding the Role of Caseworker Bias in Racial and Ethnic Inequities in Human Services. Institute for Research on Poverty Inequities Memo Series.

Institute for Research on Poverty. 2021. Understanding Inequities in Human Services Provision Due To Sexual Orientation and Gender Identity. Institute for Research on Poverty Inequities Memo Series.

Institute for Research on Poverty. 2021. Understanding Inequities in Human Service Provision to People with Disabilities. Institute for Research on Poverty Inequities Memo Series.

Institute for Research on Poverty. 2021. Understanding the Role of Data and Research in Perpetuating Inequities in Human Services. Institute for Research on Poverty Inequities Memo Series.

Week 4 (March 2): Equity in Education Policy

Required Readings

Diem, Sarah, Anjale D. Welton, Jeffrey S. Brooks. 2022. "Antiracism Education Activism: A Theoretical Framework for Understanding and Promoting Racial Equity." AERA Open 8(1): 1-14.

Allbright, Taylor N., Julie A. Marsh, Michelle Hall, Laura Tobben, Lawrence O. Picus, Magaly Lavadenz. 2019. "Conceptualizing Equity in the Implementation of California Education Finance Reform." American Journal of Education 125: 173-200.

Kolluri, Suneal and Antar A. Tichavakunda. 2023. "The Counter-Deficit Lens in Educational Research: Interrogating Conceptions of Structural Oppression." Review of Educational Research (online first).

Vetter, Amy, Beverly S. Faircloth, Kimberly K. Hewitt, Laura M. Gonzalez, Ye He, and Marcia L. Rock. 2022. "Equity and Social Justice in Research Practice Partnerships in the United States." Review of Educational Research 92(5): 829-866.

Supplemental Readings

Cairney, Paul and Sean Kippin. 2022. "The Future of Education Equity Policy in a COVID-19 World: A Qualitative Systematic Review of Lessons from Education Policymaking." Open Research Europe 1:78.

Barton, Angela Calabrese and Edna Tan. 2020. "Beyond Equity as Inclusion: A Framework of "Rightful Presence" for Guiding Justice-Oriented Studies in Teaching and Learning." Educational Researcher 49(6): 433-440.

Oberfield, Zachary W. and Bruce D. Baker. 2022. "The Politics of Progressivity: Court-Ordered Reforms, Racial Difference, and School Finance Fairness." American Educational Research Journal 59(6): 1229-1264.

Ishimaru, Ann M., Filiberto Barajas-Lopez, Min Sun, Keisha Scarlett, and Eric Anderson. 2022. "Transforming the Role of RPPs in Remaking Educational Systems." Educational Researcher 51(7): 465-473.

Bush-Mecenas, Susan. 2022. "The Business of Teaching and Learning: Institutionalizing Equity in Educational Organizations Through Continuous Improvement." American Educational Research Journal 59(3): 461-499.

Green, Terrance L. 2017. "Community-Based Equity Audits: A Practical Approach for Educational Leaders to Support Equitable Community-School Improvements." Educational Administration Quarterly 53(1): 3-39.

Galloway, Mollie K. and Ann M. Ishimaru. 2020. "Leading Equity Teams: The Role of Formal Leaders in Building Organizational Capacity for Equity." Journal of Education for Students Placed At Risk 25(2): 107-125.

Castillo, Wendy and David Gillborn. 2022. How to "QuantCrit:" Practices and Questions for Education Data Researchers and Users. Annenberg Institute at Brown University, Ed Working Paper: 22-546.

National Academies of Sciences, Engineering, and Medicine 2020. Building Educational Equity Indicator Systems: A Guidebook for States and School Districts. Washington, DC: The National Academies Press.

UNESCO. 2018. Handbook on Measuring Equity in Education.

Rosen, Rachel and Rashida Welbeck. 2021. Equity Metrics, Measures, and Analytic Approaches in Education Research. MDRC.

Cerna, Oscar, Barbara Condliffe, and Ashley Wilson. 2021. Guiding Questions for Supporting Culturally Responsive Evaluation Practices and an Equity-Based Perspective. MDRC.

America's Promise Alliance, The Aspen Education & Society Program, and the Council of Chief State School Officers. 2018. States Leading for Equity. Washington, D.C.

Week 5 (March 9): Social Equity in Public Administration

Faculty Guest: Alisa Moldavanova

Required Readings

Norman-Major, K. 2011. "Balancing the four Es; or can we achieve equity for social equity in public administration?" Journal of Public Affairs Education, 17(2), 233-252.

Gooden, Susan T. 2015. "PAR's social equity footprint." Public Administration Review, 75(3), 372-381.

Blessett, B., Dodge, J., Edmond, B., Goerdel, H. T., Gooden, S. T., Headley, A. M., ... & Williams, B. N. 2019. "Social equity in public administration: A call to action." Perspectives on Public Management and Governance, 2(4), 283-299.

Caceres-Rodriguez, R. 2011. "The Glass Ceiling Revisited: Moving Beyond Discrimination in the Study of Gender in Public Organizations." Administration & Society. 45(6), 674-709.

Supplemental Readings

Riccucci, N. M. 2022. Critical Race Theory: Exploring Its Application to Public Administration. Cambridge, England: Cambridge University Press.

Bhati, A. 2022. "What can postcolonial theory contribute to the study of social equity?" Public Administration Review. OnlineFirst https://doi.org/10.1111/puar.13523

Gooden, S. T. 2017. "Diversity, Social Equity, and Representative Bureaucracy." Chapter 5 in Norma M. Riccucci, Public Personnel Management: Current Concerns, Future Challenges (6th ed.). New York: Routledge. 2017.

Week 6 (March 16): Equity in Climate Adaption

Faculty Guest: A.R. Siders

Required Readings

Siders, A.R. 2022. "The Administrator's Dilemma: Closing the Gap Between Climate Adaptation Justice in Theory and Practice." Environmental Science and Policy 137: 280-289.

Martinich, Jeremy, James Neumann, Lindsay Ludwig, Lesley Jantarasami. 2013. "Risks of Sea Level Rise to Disadvantaged Communities in the United States." Mitigation and Adaptation Strategies for Global Change 18: 169-185.

Khan, Mizan, Stacy-ann Robinson, Romain Weikmans, David Ciplet, and J. Timmons Roberts. 2020. "Twenty-five Years of Adaption Finance Through a Climate Justice Lens." Climate Change 161: 251-269.

Supplemental Readings

Siders, A.R. 2018. "Social Justice Implications of US Managed Retreat Buyout Programs." Climate Change 152: 239-257.

Week 7 (March 23): Racialization and Exclusion in Immigration Enforcement Policies

Faculty Guest: Mary Mitsdarffer

Required Readings

Menjívar, Cecilia and Leisy Abrego. 2012. "Legal Violence: Immigration Law and the Lives of Central American Immigrants." American Journal of Sociology 117(5): 1380-1421.

Delgado, Vanessa. 2022. "Family Formation Under the Law: How Immigration Laws Construct Contemporary Latino/a Immigrant Families in the U.S." Sociology Compass 16(9): 1-13.

Salinas, Juan L. and Manisha Salinas. 2022. "Systemic Racism and Undocumented Latino Migrant Laborers During COVID-19: A Narrative Review and Implications for Improving Occupational Health." Journal of Migration and Health 5.

Nakphong, Michelle K., Maria-Elena De Trinidad Young, Brenda Morales, Iris Y. Guzman-Ruiz, Lei Chen, Kathryn G. Kietzman. 2022. "Social Exclusion at the Intersections of Immigration, Employment, and Healthcare Policy: A Qualitative Study of Mexican and Chinese Immigrants in California." Social Science and Medicine 298.

Jacobs, Elizabeth. 2023. The Most Important Immigration Rulings of 2022 and the Forecast for 2023. Center for Immigration Studies.

Krogstad, Jens Manuel, Jeffrey S. Passel, and Luis Noe-Bustamante. 2022. Key Facts about U.S. Latinos for National Hispanic Heritage Month. Pew Research Center.
https://pewrsr.ch/3UCtRyX

Week 8 (April 6): Equity Considerations in Relation to Citizenship and Deliberative Democracy

Faculty Guest: Tim Shaffer

Required Readings

Moscrop D. & Warren M. 2016. "When is Deliberation Democratic?" Journal of Public Deliberation 12(2).

Pape M. & Lerner J., 2016. "Budgeting for Equity: How Can Participatory Budgeting Advance Equity in the United States?" Journal of Public Deliberation 12(2).

Cramer K. 2016. "Equity through Learning to Listen: The Case of Public Discussion on Body-Worn Cameras in Madison, Wisconsin." Journal of Public Deliberation 12(2).

Schattan Ruas Pereira Coelho V. and Waisbich L. 2016. "Participatory mechanisms and inequality reduction: searching for plausible relations." Journal of Public Deliberation 12(2).

Leighninger M., 2016. "The Economic Argument for Engagement: New Directions for Research." Journal of Public Deliberation 12(2).

Week 9 (April 13): Health Equity

Faculty Guest: Liz Fournier

Required Readings

Williams, David R., Jourdyn A. Lawrence, and Brigette A. Davis. 2019. "Racism and Health: Evidence and Needed Research." Annual Review of Public Health 40: 105-125.

Chae, David H., Tiffany Yip, Connor D. Martz, Kara Chung, Jennifer A. Richeson, Anjum Hajat, David S. Curtis, Leoandra Onnie Rogers, and Thomas A. LaVeist. 2021. "Vicarious Racism and Vigilance During the COVID-19 Pandemic: Mental Health Implications Among Asian and Black Americans." Public Health Reports 136(4): 508-517.

Smith, Caroline K., Sara Wuellner, and Jennifer Marcum. 2023. "Racial and Ethnic Disparities in Workers' Compensation Claim Rates." PloS ONE 18(1).

Ahmed, Md Koushik Ahmed, Desiree Scretching, and Sandra D. Lane. 2023. "Study Designs, Measures and Indexes used in Studying the Structural Racism as a Social Determinant of Health in High Income Countries from 2000–2022: Evidence from a Scoping Review." International Journal for Equity in Health 22(4).

Peña, Juan M., Matthew R. Schwartz, Alexandra Hernandez-Vallant, and Gabriel R. Sanchez. 2023. "Social and Structural Determinants of COVID-19 Vaccine Uptake Among Racial and Ethnic Groups." Journal of Behavioral Medicine.

Supplemental Readings

Institute for Healing Justice and Equity and the Center for Health Law Studies. November 2021. Governmental Use of Racial Equity Tools to Address Systemic Racism and the Social Determinants of Health.

Zambrana, Ruth Enid and David R. Williams. 2022. "The Intellectual Roots Of Current Knowledge On Racism And Health: Relevance To Policy And The National Equity Discourse." Health Affairs 41(2): 163–170.

Yearby, Ruqaiijah, Brietta Clark, and José F. Figueroa. 2022. "Structural Racism In Historical

And Modern US Health Care Policy." Health Affairs 41(2): 187–194.

Week 10 (April 20): Equity, Ethics and AI

Faculty Guest: Greg Dobler

Required Readings

Prabhakaran, V., Mitchell, M., Gebru, T. and Gabriel, I., 2022. A Human Rights-Based Approach to Responsible AI. arXiv preprint arXiv:2210.02667.

Mitchell, M., Wu, S., Zaldivar, A., Barnes, P., Vasserman, L., Hutchinson, B., Spitzer, E., Raji, I.D. and Gebru, T. 2019. Model cards for model reporting. In Proceedings of the conference on fairness, accountability, and transparency. https://arxiv.org/abs/1810.03993.

Raji, I.D., Smart, A., White, R.N., Mitchell, M., Gebru, T., Hutchinson, B., Smith-Loud, J., Theron, D. and Barnes, P. 2020. Closing the AI accountability gap: Defining an end-to-end framework for internal algorithmic auditing. In Proceedings of the 2020 conference on fairness, accountability, and transparency. https://arxiv.org/abs/2001.00973

Hunt, P., Hollywood, J.S. and Saunders, J.M., 2014. Evaluation of the Shreveport predictive policing experiment. Santa Monica: Rand Corporation.

Bender, E.M., Gebru, T., McMillan-Major, A. and Shmitchell, S., 2021, March. On the Dangers of Stochastic Parrots: Can Language Models Be Too Big? 🦜 . In Proceedings of the 2021 ACM conference on fairness, accountability, and transparency. https://dl.acm.org/doi/pdf/10.1145/3442188.3445922

Buolamwini, J. and Gebru, T., 2018, January. Gender shades: Intersectional accuracy disparities in commercial gender classification. In Conference on fairness, accountability and transparency (pp. 77-91). PMLR.

Supplemental Readings

Saunders, J., Hunt, P. and Hollywood, J.S., 2016. Predictions put into practice: a quasi-experimental evaluation of Chicago's predictive policing pilot. Journal of experimental criminology, 12, pp.347-371.

Dobler, G. and Aristigueta, M.P., 2021. Data Science Contributions to Performance Management. In The Public Productivity and Performance Handbook (pp. 253-274). Routledge.

Week 11 (April 27): Equity in Evidence-Use

Faculty Guest: Liz Farley-Ripple

Required Readings

Tseng, V., Fleischman, S., & Quintero, E. 2017. "Democratizing Evidence in Education.'' Pgs. 3-16 in Connecting Research and Practice for Educational Improvement. Routledge.

Chicago Beyond. 2019. Why am I always being researched? A Guidebook for Community Organizations, Researchers, and Funders to Help Us Get from Insufficient Understanding to more Authentic Truth.

We All Count. https://weallcount.com/

Kirkland, David E. 2019. "No Small Matters: Reimagining the Use of Research Evidence From A Racial Justice Perspective." New York: William T. Grant Foundation.

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Supplemental Readings

Doucet, Fabienne. 2021. "Identifying and Testing Strategies to Improve the Use of Antiracist Research Evidence through Critical Race Lenses." New York: William T. Grant Foundation.

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Week 12 (May 4): Equity in Public Finance and Management

Faculty Guest: Jonathan Justice

Required Readings

Fabian, C. (2020, September 14). Budgeting with an equity lens. Government Finance Research Center. Retrieved April 14, 2023 from https://gfrc.uic.edu/budgeting-with-an-equity-lens/

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Week 13 (May 11): Student Presentations