

Theory and Practice of Social Equity PUBL 610

Instructor: Dr. Mir Usman Ali

Department: School of Public Policy

Class Location: Public Policy 451

Time: Thursdays, 4:30 PM-7:00 PM

Preferred Address: Usman

Preferred Pronouns: He/his/him

Course Website: <https://blackboard.umbc.edu>

Office: Public Policy 418

E-mail: miruali@umbc.edu

Credit Hours: 3

Office Hours: By appointment (Please **do not** contact me through Blackboard messages, as I do not check it. Instead, contact me at the email address above. I do my best to respond to emails within 48 hours. In addition, I am happy to arrange appointments via Webex).

Course Description

In this course we will learn about the necessity of analyzing and addressing social inequities through the lens of social theory, and elaborating on what these insights mean for public management theory. We will examine structural explanations for social inequities, and the role public managers and organizations may play in mitigating or exacerbating them. While we will examine existing theoretical approaches that managers may use to analyze inequities, a key theme throughout will be to co-develop our own theoretical perspective facilitate students of why inequities occur, how they may be measured, and the strategies through which public management professionals and researchers may address them.

Course Objectives

At the end of this course, you will be able to do the following:

- Understand the importance of social equity under a democratic scheme of governance.
- Understand the structural, institutional and organizational conditions under which social equity or social justice may be realized.
- Understand causal mechanisms through the lens of public management theory and social theory of why social inequities may occur, remain unaddressed, and the potential effects of such neglect.
- Develop sound arguments concerning how social inequities might be addressed.

Requirements

A high level of student participation in class sessions is expected. Consequently, completing and thinking about assigned reading prior to class is essential.

In addition to assigned readings and class participation, course requirements/deliverables include:

No.	Assignment	Individual Deliverable	Individual OR Group Deliverable	Percentage of Overall Grade	Due Date
1	Reaction Assignments	✓		20%	Periodic
2	Project: Praxis Paper (Part I & Part II)		✓	15%+15%	Mar 30, May 25
3	Social Justice Narrative	✓		15%	Apr 10
4	Final Reflection and Self-Evaluation	✓		15%	May 18
5	Discussion posts	✓		10%	TBD
6	Class Participation	✓		10%	Ongoing

Recommended text

One book is recommended for this course:

Guy, M. E., Candless, S. A. (2020). *Achieving Social Equity – From Problems to Solutions*. 1st Edition. Melvin and Leigh Publishers. ISBN: 1733934464.

Additional required readings will be made available through Blackboard.

Class Format

The course is spread over four modules (see class schedule on p.10), which are intended to help us navigate through the course objectives enunciated above. Only the initial part of each session will involve a lecture. After I briefly introduce the readings and broad themes they cover, I will turn towards you for sharing your thoughts with your colleagues from the reaction assignments, your response to pre-assigned questions (if any), or accounts of power in everyday life (see the explanation of class participation below). The readings, podcasts, movies¹ in the syllabus pose thought-provoking questions, and it will be fun to discuss them as a class. I look forward to answering the above questions with you!

Occasionally, you will break out to work on your project (individually or in a group, as the case may be). You will either be working directly on the elements of your project, or

¹ Movies in the syllabus are either available on YouTube, can be borrowed from the Albin O. Kuhn Library, or are rentable from most on-demand websites for \$3-\$4.

applying the readings to the particular organization/government you have chosen for your project. After these breakout sessions are over, we will gather as a class and each group will share the thoughts, ideas, questions, and insights they came up with. This will help other groups see how their peers connected with the readings, examine their own assumptions, pose counter-questions, and enhance cross-frame learning more broadly!

In general, **all written assignments ought to be in 12 pt. Times New Roman font, with double-spaced lines, and normal (1-inch) margins.** Reference may be in APA format, or the Chicago Manual of Style (6th edition). While references at the end of any assignment do not contribute to the word or page limit for the assignment, figures and tables do.

Reaction Assignments

There will be a few reaction assignments over the course of the semester. Most of these ask you to reflect on the readings for the week, or apply the lessons learned therefrom to your work, career, personal life, or the organization you are focusing on for your project (see below). These assignments will be submitted online, usually a couple of days in advance of a class meeting.

Project: Praxis Paper

This project is intended to provide an opportunity for applying the theories and insights you learn to explore issues at the intersection of public management and social equity/justice in a more detailed way (compared to the reaction assignments). You will choose an organization, government, or public agency that faces three challenges related to equity, diversity, or inclusion. These challenges may relate to the intended outcomes of the government/agency or may manifest in their internal processes. You will apply the relevant theoretical lenses we have learned about in class (to analyze the causes of the above challenges, the likely effects of the challenges if they are left unaddressed and offer three actionable recommendations to address them (i.e., one recommendation per challenge).

The project will consist of two parts. Part I consists of the interim presentation and an interim report (1000-1500 words), worth 5% and 10% of your overall grade, respectively. The interim report and presentation will provide an introduction of the government/agency, the challenges you have identified and an evidence-based justification for focusing on them, why such challenges have arisen and the likely consequences if the challenge/problem is ignored.

Part II will consist of the final presentation and report (1000-1500 words), also worth 5% and 10% of your overall grade, respectively. Part II will build upon what you had worked on for Part I and will consist of three subsections – each devoted to one of the three challenges. As alluded to earlier, for each challenge you will apply the theoretical lenses and insights gained in class (going beyond the syllabus in terms of the theory is OK) and recommend how these challenges ought to be addressed.

In the above project, I am looking for evidence of (a) your understanding of the theory (theories) and its (their) central tenets, and (b) its (their) application to your topic. The majority of the paper (especially Part II) should be an application of theory to the challenges identified, and as to how they may be addressed, rather than a summary of your understanding of the theory. At most, a summary should be no longer than a page or two.

Social Justice Narrative

In 1000-2000 words think back on your own personal and professional journey to reflect on who you are and what you believe. How has social equity/justice been or not been central to your own journey thus far? Why or why not? The aim of this assignment is to allow some space for you to reflect on your journey and also think forward about your career as a public manager to discern how the tenets of social equity/justice has guided and will henceforth guide your path. You should be able to articulate the ways that social or public management theory has or will play a role.

Final Reflection and Evaluation

Part of your final grade is based on an evaluation of your own (a) commitment, (b) investment and (c) work outside of our time together in class. This should be 1-2 pages (double spaced, 12 pt. font, Times New Roman, normal page margins) of reflection and assessment of the three items above and should include a score out of hundred that you assign to yourself.

Discussion post assignments

There will be 1-2 times during the semester when you have to post a reflection response on a discussion board, and also respond to the reflections of two of your colleagues. These exercises are intended to encourage you to think carefully about an issue, foster an exchange of ideas and thereby learn from your colleagues, offer constructive criticism, and reflect upon potential ideas you might not have thought about sufficiently.

Class Participation

Each week come prepared to share with the rest of the class an account of power that you have observed in the past week. These instances can come from your observation of current events, peer-reviewed or news articles (suggestions on p. 6) about public administration/management, popular culture, or your professional or personal life.

You should come prepared to speak to this account of power and use one of the theories we discuss in class and be able to articulate how these intersect. The aim of this is to help you practice critically evaluating events/observations in administrative life through the lens of social and/or public management theory.

For me, being prepared refers to many things – having read the assigned readings, *taking an interest* in them, connecting them to current and historical events; thinking about how you, as a responsible, ethical, and effective manager would react to decision situations (in a democracy!), and most of all – being committed to contributing to the development and enrichment of your colleagues' perspectives (for instance, by sharing articles or experiences that illuminate unexplored perspectives), and being open reconsidering to your own ideas. Such a disposition makes learning fun!

Also, I like to see engagement but please be respectful. We will, at times, discuss controversial topics. Make sure that you remember proper decorum.

The rubric below may be used as a rough guide for gauging your final class participation grade. Note that additional points will be deducted for unexcused absences (please see above attendance policy) and for disruptive behavior (e.g., web surfing, sleeping, leaving class for large

chunks of time, texting, side conversations). Similarly, additional points may be added for exceptional engagement in course materials that is made evident outside of class (e.g., via instructor email exchange or office hour discussions).

95-100%	Student attends all classes (except those due to excused absences; see above attendance policy), is attentive during lecture, and participates in in-class group activities. When appropriate, student contributes to thoughtful class discussions that advance the class discussion, and asks useful clarifying questions.
90-95%	Student attends all classes (except those due to excused absences; see above attendance policy), is attentive during lecture, and participates in in-class group activities. Student contributes to some high-quality in-class discussion.
85-90%	Student attends all classes (except those due to excused absences; see above attendance policy), is usually attentive during lecture, and participates in in-class group activities. Student rarely contributes to in-class discussion, or asks questions of a procedural nature only (e.g., due date/deadline clarifications rather than substantive contributions).
80-85%	<p>Student attends all classes (except those due to excused absences; see above attendance policy) but sometimes appears inattentive or to display disruptive in-class behavior (e.g., web surfing, sleeping, leaving class for large chunks of time, leaving class frequently to purchase food, texting, side conversations, or excessive questioning that derails the lecture) and/or does not appear to engage in in-class group activities. Student arrives late to class on rare occasions.</p> <p>Contributions to class discussion are sparse and either procedural in nature, reflect at a basic level that assigned readings have not been completed, and/or are distracting to the course mission.</p>
Below 80%	<p>Student participation and preparation exhibits major deficiencies, as evidenced by one or more of the following behaviors:</p> <ul style="list-style-type: none"> · Excessive absences (more than two unexcused absences) and late arrivals · Strong pattern of inattention and/or disruptive in-class behavior · Sparse in-class contributions and/or participation that reflects assignments were not completed

News Sources About Administrative/Management Issues

1. OpenDemocracy: <https://www.opendemocracy.net/en/>
2. The Forge: <https://forgeorganizing.org/>
3. Govexec: <https://www.govexec.com/>
4. Route Fifty: <https://www.route-fifty.com/>
5. Next City: <https://nextcity.org>
6. The Regulatory Review: <https://www.theregreview.org>
7. National Council of State Legislatures: <https://www.ncsl.org/>
8. Governing: <https://www.governing.com/>
9. CityLab: <https://www.bloomberg.com/citylab>

10. Pew-Stateline: <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline>

Grading Scale

A	94-100
A-	90-93.9
B+	87-89.9
B	84-86.9
B-	80-83.9
C+	77-79.9
C	74-76.9
C-	70-73.9
D	60-69.9
F	<60

Late Assignments

All assignment deadlines are listed in the class schedule (pages 10-16 of this syllabus). You are responsible for remembering them. All submissions will have a placeholder on Blackboard before they are due.

In general, I do not accept late submissions. I will consider making individual exceptions to this policy, but only if an exception is requested in advance, is legitimate, and can be documented.

Changes to Syllabus

This syllabus, reading materials, assignments, and assignment due dates are subject to change or update. If any changes become necessary, they will be announced on Blackboard.

Plagiarism

Borrowing from someone else's work, without proper attribution to the source, is plagiarism. If you present others' work as your own on any of the written assignments, you will fail the class.

UMBC Resources and Policies

Accessibility and Disability Accommodations, Guidance and Resources

Accommodations for students with disabilities are provided for all students with a qualified disability under the Americans with Disabilities Act (ADA & ADAAA) and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations

that would create equal access for students when barriers to participation exist in University courses, programs, or activities.

If you have a documented disability and need to request academic accommodations in your courses, please refer to the SDS website at sds.umbc.edu for registration information and office procedures.

SDS email: disAbility@umbc.edu

SDS phone: (410) 455-2459

If you will be using SDS approved accommodations in this class, please contact me (instructor) to discuss implementation of the accommodations. During remote instruction requirements due to COVID, communication and flexibility will be essential for success.

Sexual Assault, Sexual Harassment, and Gender Based Violence and Discrimination

UMBC's Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination and Federal Title IX law prohibit discrimination and harassment on the basis of sex in University programs and activities. Any student who is impacted by sexual harassment, sexual assault, domestic violence, dating violence, stalking, sexual exploitation, gender discrimination, pregnancy discrimination, gender-based harassment or retaliation should contact the University's Title IX Coordinator to make a report and/or access support and resources:

Mikhel A. Kushner, Title IX Coordinator (she/her/hers)

410-455-1250 (direct line), kushner@umbc.edu

You can access support and resources even if you do not want to take any further action. You will not be forced to file a formal complaint or police report. Please be aware that the University may take action on its own if essential to protect the safety of the community.

If you are interested in or thinking about making a report, please see the Online Reporting Form. Please note that, while University options to respond may be limited, there is an anonymous reporting option via the online form and every effort will be made to address concerns reported anonymously.

Notice that Faculty are Responsible Employees with Mandatory Reporting Obligations:

All faculty members are considered *Responsible Employees*, per UMBC's Policy on Sexual Misconduct, Sexual Harassment, and Gender Discrimination. Faculty are therefore required to report possible violations of the Policy to the Title IX Coordinator, even if a student discloses something they experienced before attending UMBC.

While faculty members want you to be able to share information related to your life experiences through discussion and written work, students should understand that faculty are required to report Sexual Misconduct to the Title IX Coordinator so that the University can inform students of their rights, resources and support.

If you need to speak with someone in confidence, who does not have an obligation to report to the Title IX Coordinator, UMBC has a number of Confidential Resources available to support you:

- The Counseling Center: 410-455-2472 / After-Hours 410-455-3230
- University Health Services: 410-455-2542
- Pastoral Counseling via Interfaith Center: 410-455-3657; interfaith@umbc.edu

Other Resources:

- Women's Center (for students of all genders): 410-455-2714; womenscenter@umbc.edu.
- Shady Grove Student Resources, Maryland Resources, National Resources.

Child Abuse and Neglect:

Please note that Maryland law and UMBC policy require that I report all disclosures or suspicions of child abuse or neglect to the Department of Social Services and/or the police.

Pregnancy

UMBC's Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination expressly prohibits all forms of Discrimination and Harassment on the basis of sex, including pregnancy. Resources for pregnant students are available through the University's Office of Equity and Inclusion. Pregnant and parenting students are encouraged to contact the Title IX Coordinator to discuss plans and assure ongoing access to their academic program with respect to a leave of absence or return following leave related to pregnancy, delivery, or the early months of parenting.

In addition, students who are pregnant may be entitled to accommodations under the ADA through the Student Disability Service Office, and/or under Title IX through the Office of Equity and Inclusion.

Religious Observances & Accommodations

UMBC Policy provides that students should not be penalized because of observances of their religious beliefs, students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance, and as early as possible. For questions or guidance or to request an accommodation, please contact the Office of Equity and Inclusion at oei@umbc.edu.

Hate, Bias, Discrimination and Harassment

UMBC values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement.

Consistent with these principles, UMBC Policy prohibits discrimination and harassment in its educational programs and activities or with respect to employment terms and conditions based on race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.

Students (and faculty and staff) who experience discrimination, harassment, hate or bias or who have such matters reported to them should use the online reporting form to report discrimination, hate or bias incidents; reporting may be *anonymous*.

Tentative Class Schedule and Readings (SUBJECT TO REVISION/CHANGE BY INSTRUCTOR!)

Note: Assignments which involve a deliverable are highlighted in **yellow**.

Module 1: Understanding the Context of Social Equity (or, How we got here)				
---	--	--	--	--

Week	Date	Session #	Location	Topic
------	------	-----------	----------	-------

1	Feb 2	1	PUBL 451	<p>Introduction to course</p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> • Podcast: Where There's Smoke – Wisdom • Jacobin, The Trouble with Equity • Freire, P. Selections from 'Pedagogy of the Oppressed' <p>Reaction Assignment #1: Why do you think the podcast episode "Call to Action (Wisdom)" is important? Explain how you think you can move from basic forms of knowing such as "knowledge" to "insight" and "wisdom"? (maximum 300 words). Due date: 11:59 PM, Feb 5.</p>
---	-------	---	-------------	--

Week	Date	Session #	Location	Topic
2	Feb 9	2	PUBL 451	<p>Defining Equity</p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> • Scene-on Radio - S5 E3: "Managing Nature" • McCandless and Guy (2020), 'The Social Equity Imperative' <p>Reaction Assignment #2: Give two examples of ways in which the ideological and material practices associated with the Enlightenment period are implicated in current inequities across the lines of class, race, or gender. Reflect on why these practices sustained, maintained, and recycled over time across generations. (maximum 300 words). Due date: 11:59 PM, Feb 8.</p> <p>All students: Review the discussion questions at the end of the McCandless and Guy (2020) chapter.</p>

Week	Date	Session #	Location	Topic
3	Feb 16	3	PUBL 451	<p>Pluralistic Ontological Assumptions As Cultural Resources for Alternative Futures</p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> • Stout, M and Love, J. (2021) Competing Ontologies: A Redux Primer for Public Administration. • Khan, F. R., & Koshul, B. B. (2017). Lenin in Allah's Court.

				<ul style="list-style-type: none"> • Heckler, N., & Starke, A. (2020). At the Intersection of Identities. • Einstein, A. (1949). Why Socialism? <p>In-class Viewing: Is Disneyworld the Happiest Place on Earth?</p> <p>Recommended reading:</p> <ul style="list-style-type: none"> • Anker, E. (2022), 'The Exploitation of Freedom in America.' <p>Reaction Assignment #3: Are the ontologies of Khan & Koshul (2017), Heckler & Starke (2020), and Einstein (1949) different? How would you classify each of these ontologies in the categories highlighted by Stout & Love (2021), if at all? Justify your argument. (300-500 words) Due date: 11:59 PM, Feb 15.</p>
--	--	--	--	---

Week	Date	Session #	Location	Topic
4	Feb 23	4	PUBL 451	<p>The Long Shadow of Neoliberalism</p> <p>Required reading:</p> <ul style="list-style-type: none"> • Harvey, D., A Brief History of Neoliberalism, Introduction and Chapter 1. • Wendy Brown Interview: In the Ruins of Neoliberalism. • Holhe, R., Race and the Origins of American Neoliberalism, Introduction. • Knafo, S. (2019). Neoliberalism and the Origins of Public Management. <p>Reaction Assignment 4: Harvey, Hohle, and Brown all seek to give accounts of what neoliberalism is, and why it emerged. What are the differences between the above authors in terms of the emphasis of the arguments they have made? Why does attention to neoliberalism matter in a class on the theory and practice of social equity? Due date: 11:59 PM, Feb 22.</p>

Week	Date	Session #	Location	Topic
5	Mar 2	5	PUBL 451	<p>How do Policies and Organizations Produce Injustice?</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Ray, V (2019), 'A Theory of Racialized Organizations.' • Srikantia, J. (2016), 'The Structural Violence of Globalization.'

				<ul style="list-style-type: none"> • Powell, j., & Menendian, S. (2011). ‘Beyond Public/Private: Understanding Excessive Corporate Prerogative.’ • Yee, A. (2023), ‘Poisoning America for Profit.’ <p>Recommended:</p> <ul style="list-style-type: none"> • Anker, E. (2022), ‘The Exploitation of Freedom in America.’ • Balfour et al. (2019), Chapters 1 and 2. • Good, A. (2018), ‘American Exception: Hegemony and Dissimulation of the State.’ • Podcast: Barbara Chasin - Structural and Organizational Violence
--	--	--	--	---

Module 2: Theoretical/Causal Explanations of Social Inequity

Week	Date	Session #	Location	Topic
6	Mar 9	6	PUBL 451	<p>An Introduction to Social Theory</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Ransome (2010), Social Theory for Beginners, <i>Introduction, Chapters 1 and 4.</i> <p>Recommended:</p> <ul style="list-style-type: none"> • Collins (2019), Intersectionality as Critical Social Theory, <i>What’s Critical About Critical Social Theory?</i> <p>Reaction Assignment #4: Posted Online. Due date: 11:59 PM, Mar 8.</p>

Week	Date	Session #	Location	Topic
7	Mar 16	6	PUBL 451	<p>Social Reproduction</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Youtube video: A Short Introduction to Social Reproduction Theory.

				<ul style="list-style-type: none"> • Giroux, HA (1983), Theories of Reproduction and Resistance in the New Sociology of Education: A Critical Analysis. • Roberts, A., & Zulfiqar, G. (2019). Social Reproduction, Finance, and the Gendered Dimensions of Pawnbroking. • Glover, L., (2021), Social Reproduction Theory: On Regulating Reproduction, Understanding Oppression and As a Lens on Forced Sterilisation. • Movie: Mona Lisa Smile (2003) <p>Recommended:</p> <ul style="list-style-type: none"> • Mezzadri, A., (2022), Social reproduction and pandemic neoliberalism: Planetary crises and the reorganisation of life, work and death. • Interview with Tithi Bhattacharya (2018). What Social Reproduction Theory Offers Us. • Bhattacharya, T. (ed). (2017). Social Reproduction Theory: Remapping Class, Recentring Oppression.
--	--	--	--	--

Week	Date	Session #	Location	Topic
7	Mar 23			No class – Spring Break

Week	Date	Session #	Location	Topic
8	Mar 30	7	PUBL 451	Presentations on Part I in class Praxis Paper Part I due 11:59 PM

Week	Date	Session #	Location	Topic
9	Apr 6	8		<p>Hegemony</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Movie: Gattaca (1997) • Good, A. (2018), ‘American Exception: Hegemony and Dissimulation of the State.’ • Hudson, M. (2021), ‘Introduction’, Super Imperialism • Gramsci, A. (1992). Selections from the Prison Notebooks. <p>Recommended:</p>

				<ul style="list-style-type: none"> • Scherrer, C. (2011), <i>Reproducing Hegemony: US Finance Capital and the 2008 Crisis</i> • Cordelli, C., & Levy, J. (2022), <i>The Ethics of Global Capital Mobility.</i> • Lull, J., (2000), <i>Hegemony</i> <p>Social Justice Narrative: Due date: 11:59 PM, Apr 10.</p>
--	--	--	--	---

Week	Date	Session #	Location	Topic
10	Apr 13	9	PUBL 451	<p>Knowledge and Power</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Evans-Winters (2019), <i>Decolonizing the Mind</i> • Democracy Now (2023). Author Carol Anderson Interview <p><u>Illustration</u></p> <ul style="list-style-type: none"> • Wray, R. (2015), Modern Monetary Theory. <i>The Debate About Debt Limit (US Case).</i> • Galbraith, J. (2023), The Debt Ceiling is a Red Herring. <p>Power and the State</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Akom, AA (2008), ‘Ameritocracy and infra-racial racism: racializing social and cultural reproduction theory in the twenty-first century’ • Althusser, L. (2014), On the Reproduction of Capitalism: Ideology and Ideological State Apparatuses, <i>Selected Readings.</i> • Movie: Rabbit-Proof Fence (2002) <p><u>Recommended:</u></p> <ul style="list-style-type: none"> • Ruuska, T. (2017), <i>Reproduction of Capitalism in the 21st Century.</i> • A Guide to Foucault’s The History of Sexuality, <i>Selected Readings</i> • Movie: The Internet’s Own Boy (2014)

				<ul style="list-style-type: none"> • Jaeger, M. M. et al. (2016), '<i>A Dynamic Model of Cultural Reproduction.</i>' • Fanon, F. (2011). <i>The Wretched of the Earth</i>
--	--	--	--	---

Module 3: What Can Managers Do to Address Inequities?

Week	Date	Session #	Location	Topic
11	Apr 20	10	PUBL 451	<p>Pathways to Addressing Inequities-I</p> <p><u>Readings:</u></p> <p>Self-accountability and Reflexive Praxis</p> <ul style="list-style-type: none"> • Hedges, C. (2022), How the Cult of the Self Undermines the Rule of Law <p>Institutional Praxis</p> <ul style="list-style-type: none"> • Cepiku, D. & Mastrodascio, M. (2021). Equity in Public Services: A systematic literature review • Ali, M. U. (2023). The Adoption of Culturally Contentious Innovations: The Case of Citizen Oversight of Police. • Podcast: Jason Hickel on International Development and Post-Capitalism <p><u>Recommended:</u></p> <ul style="list-style-type: none"> • Renovatio Podcast: Hedges, C. (2023) The Decline of Morality Amidst the Celebration of the Self • Trochmann, M. Administrative Rulemaking • Fligstein A. (2012), <i>The Gist of It, A Theory of Fields</i> • Mahoney, J. et al. (2009) <i>Explaining Institutional Change: Ambiguity, Agency, and Power</i> • Rohregger, B. et al. (2021). <i>The Politics of Implementation: The Role of Traditional Authorities in Delivering Social Policies to Poor People in Kenya.</i>

Week	Date	Session #	Location	Topic
------	------	-----------	----------	-------

12	Apr 27	11	PUBL 451	<p>Pathways to Addressing Inequities-II</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Bearfield et al. (2023). Dismantling Institutional and Structural Racism: Implementation Strategies Across the United States. • Zheng, R. (2018), ‘What is my Role in Changing the System? A New Model of Responsibility for Structural Injustice • Mattheis, A. (2017), ‘A Mashup of Policy Tools and CDA as a Framework for Educational Policy Inquiry.’ • Das, A. et al. (2022), ‘Role of community-based organizations in countering carceral logics: Comparing two caring profession organizations in Chicago.’ • Michel, CL et al. (2020), ‘Interacting Institutional Logics in Policy Implementation.’ <p><u>Recommended:</u></p> <ul style="list-style-type: none"> • Balfour et al. (2019), Unmasking Administrative Evil, Chapters 6 and 8. • Crawford, NN (2021), ‘We’d Go Well Together: A Critical Race Analysis of Marijuana Legalization and Expungement in the United States.’ • Hollibaugh et al. (2020), ‘Why Public Employees Rebel: Guerilla Government in the Public Sector.’ • Elias NM et al. (2019). Administrative Decision Making Amid Competing Public Sector Values: Confederate Statue Removal in Baltimore Maryland • Moran, C. (2020). ‘Take care of the people and the economy will take care of itself.’ • Economics & Beyond Podcast: Andre Perry - We Need a Reparative Culture • Ali, M., Edwards, L., and Wright, JE (Working Paper), ‘Administrative Decentralization and the Role of Information: The Case of Intimate Partner Violence During the COVID-19 Pandemic.’
----	--------	----	-------------	---

Week	Date	Session #	Location	Topic
13	May 4	12	PUBL 451	<p>Pathways to Addressing Inequities-III</p> <p>The Potential of Public Employee Unions</p> <ul style="list-style-type: none"> • Alter, T. (2013). “It felt like community” Social Movement Unionism and the Chicago Teachers Union Strike in 2012

				<ul style="list-style-type: none"> • Wu, J. (2022). ‘Doing Good and Feeling Good’: How narratives in Development Stymie Gender Equality in Organizations. • Lofaso, AM. (2011). ‘In Defense of Public Sector Unions.’ <p>Technology: Can it Be A Force for Fostering Equity? Under What Circumstances?</p> <ul style="list-style-type: none"> • Video: Virginia Eubanks, Automating Inequality. • Xu, C. (2020), ‘Closing the Gap or Widening the Divide: The Impacts of Technology-Enabled Coproduction on Equity in Public Service Delivery.’ • Henne, K. et al. (2021), ‘Body-Worn Cameras, Police Violence, and the Politics of Evidence: A Case of Ontological Gerrymandering.’ • Ali, M. & Wright, JE II. ‘Use of Performance Information and External Accountability: The Role of Citizen Oversight in Mitigating the Motivated Evaluation of Body-Worn Camera Evidence’ (Working Paper) <p>Recommended:</p> <ul style="list-style-type: none"> • Harper, A. (2023), ‘A Union Busting Chatbot? Eating Disorders Nonprofit Puts the ‘AI’ in Retaliation. • Love, J. et al. (2022), ‘Transforming Power Dynamics Through Prefigurative Public Administration.’ • Ali, M. et al. (Working Paper), ‘Use of Performance Information and External Accountability: The Role of Citizen Oversight in Mitigating the Motivated Evaluation of Body-Worn Camera Footage.’
--	--	--	--	---

Module 4: Presentation/Pathways to Praxis Module

Week	Date	Session #	Location	Topic
14	May 11	13	PUBL 451	<p>Final Presentation</p> <p>Final Evaluation and Reflection. Due Date: 11:59 PM, May 18.</p> <p>Praxis Paper (Part I+Part II). Due Date: 11:59 PM, May 25.</p>

