This course analyzes racial disparities in social, economic, and political outcomes. We will examine the ongoing consequences of historical and institutional racism. We will evaluate contemporary racial attitudes and their consequences for policy and management. We will consider the policy and management alternatives to reduce racial bias and race-based disparities.

Books to Purchase

The following books will be on 2-hour reserve at Odegaard Library. Most likely, you will want to purchase them through your preferred online bookseller.


Joe Soss, Richard Fording, and Sanford Schram. 2011. *Disciplining the Poor: Neoliberal Paternalism and the Persistent Power of Race*


**Week 1 (March 28): Race and Public Policy in the 20th century**


Chps 3, 4, 6, and 7

**Week 2 (April 4): Disparities and Discriminations**


Chps 4-7, 9, 11, and 13.

Available as e-book in the University Library


Chp 1

[https://www.gutenberg.org/files/408/408-h/408-h.htm](https://www.gutenberg.org/files/408/408-h/408-h.htm)


pgs 57-67

On Canvas site.
Week 3 (April 11): Whiteness and Its Preservation
Chps 1-4
Available as e-book in the University Library

Philip Deloria. 1998. *Playing Indian*
Conclusion
On Canvas Site.

On Canvas Site.

On Canvas Site.

Week 4 (April 18): Racial Attitudes and Racialized Attitudes

Chp 6
Available as e-book in the University Library.

Chp 3
On Canvas Site

Christopher Parker. *Change They Can’t Believe In: The Tea Party and Reactionary Politics in American*
Chp 2.
Available as e-book in University Library

Dina Okamoto. 2014. *Asian American Panethnicity and Shifting Ethnic Boundaries*
Chp 5.
Available as e-book in University Library
Week 5 (April 25): Poverty and Health
Joe Soss, Richard Fording, and Sanford Schram. 2011. Disciplining the Poor: Neoliberal Paternalism and the Persistent Power of Race
Chps 2, 3, and 9.

Chp 6.
Available as e-book in University Library.


Gabriel Sanchez, Francisco Pedraza, and Edward Vargas. 2015. “Health Care in the Shadows.” Research Brief for the Center for Health Policy at the University of New Mexico.

Week 6 (May 2): Education and Employment
Chps 3 and 4.
Available as e-book in University Library.

Chps 3 and 4.
Available as e-book in University Library

Chp 3
On Canvas Site.
Week 7 (May 9): Criminal Justice and Citizenship
Chp 5
On Canvas Site

Andrea Boyles. 2015. *Race, place, and suburban policing: too close for comfort.*
Selections.
Available as e-book in University Library.


Week 8 (May 16): Management of Advocacy Organizations
Dara Strolovitch. 2007. *Affirmative Advocacy: Race, Class, and Gender in Interest Group Politics.*
Selections
Available as e-book in University Library

Selections
Available as e-book in University Library

Week 9 (May 23): Management of the Public Sector
Selections
Available as e-book in University Library

Selections

Week 10 (May 30): Student Presentations

Grading
Class discussion: 25% of grade
Syntheses: 30% of grade. Each is 15% of grade. 10% from written content; 5% from verbal presentation
Term Paper: 45% of grade. 30% from written content; 15% from verbal presentation

Class Discussion
Our weekly discussions are designed to hone your ability to understand and analyze arguments and evidence. This is a small class. Effective discussion requires everyone’s participation, and it will be clear if you’re not doing your share.

If you are absent from class, there is no way to “make up” for that portion of your performance.
Discussion and Reading Syntheses

You will prepare 2 syntheses this term.

In Weeks 2 through 9, several students will prepare a recap of the prior week’s discussion and relate that discussion to the current week’s readings. Identify key points in the prior week’s discussion and evaluate the key unresolved questions that endure. Also, analyze what new questions the current week’s readings may raise. You may discuss how the current week’s readings relate to questions and materials from prior weeks, but you are not required to do so.

Before class in your assigned week, you will submit a written version to me via Canvas. You will also prepare a verbal briefing for your peers that provides an overview of your conclusions.

I will email out a poll to allocate specific weeks among students.

The written review should be no more than 3 pages single-spaced. The presentation should be no more than 7 minutes.

I realize it is somewhat easier to prepare a synthesis after you’ve seen other people do it. To compensate, grading will take into consideration the number of syntheses that you have observed so far.

Term Paper
You will prepare a final project on your own or with other students. My grading expectations will be adjusted to reflect whether a project was the work of one person or of a group.

You will present your findings to your peers on May 30th and submit final written report via Canvas on Tuesday, June 6th at 5:00 PM.

Identify a particular issue in race and public policy that you’d like to better understand. Some of you may have rather specific items in mind. Others may have general interests and will need to engage in a process of narrowing down.

You will produce a document with no more than 25 pages of double-spaced text. You may include additional pages for graphs, tables, figures, and bibliography. Length of your group presentation will be determined based on the number of groups that are formed.

Imagine you are a consultant to a non-profit or a local, state, or federal government. You have been hired to brief your client on a pressing issue of race and public policy or management that your client faces: to provide background and context; to identify challenges and opportunities; to review possible courses of action that your client may take; to recommend a course of action; and to explain your recommendation. The issue must be an actionable item that affects your client. Your project doesn’t necessarily need to cite readings specifically, but it should draw on them where appropriate.

Tips for Term Paper
Your first task will be gathering background information on the issue. Based on that information, identify both opportunities and challenges for effective policymaking in this domain. Then, analyze
possible responses to those challenges. Drawing on this analysis, recommend a best course of action for the case you are studying, and evaluate the risks and opportunities of that approach.

You may find that your issue has multiple dimensions, and you cannot do justice to all of them in one term paper. Be prepared to focus your analysis on the most important challenges.

Choose an issue that interests you and for which you can find adequate background information. Do not wait too far into the term to select an issue. If you can’t find enough information on your first choice, you’ll need time to find another option.

You may use a variety of sources of information on an issue. Consider carefully the shortcomings of the various sources that you use. If you are heavily reliant on a particular source, you will need to be especially careful in the conclusions that you draw. You will be best served if you can “triangulate” and draw on information from multiple sources.

Be aware that all sources of information are not equally reliable. The web is a great way to access certain journals or articles without visiting the library, or to access the reports and publications of reputable experts and organizations. But there is also information on the web that is much less trustworthy. You should think carefully about the quality of information, not just the ease of acquiring it.

**Academic Honesty**

As a student in 599A, you acknowledge that you are a member of a learning community in the Evans School of Public Policy and Governance that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect and integrity, and you accept the responsibility to encourage others to adhere to these standards.

I will expect you to adhere to the University of Washington’s Guidelines for Good Practice in Graduate Education: [https://www.grad.washington.edu/mentoring/good-practice/professionalism.shtml#student](https://www.grad.washington.edu/mentoring/good-practice/professionalism.shtml#student).

**Attribution**

Whenever you refer to factual information or to an author’s argument, you must provide an attribution. This applies when you quote someone or when you summarize another’s ideas or findings. You cannot make minor edits to another’s phrasing. You must either quote the author or restate the author’s ideas with significantly different phrasing.

Please include a parenthetical phrase in the text that includes the author’s last name and the date of publication. If you’re referring to a quote or to information or ideas from particular page(s), include the page number(s) to which you are referring. Example: (Jones 2010, 22). In addition to providing a parenthetical citation in the text, you should include full bibliographic information in a list of references at the end of the paper. Check with a style manual on how to structure the bibliography.

Plagiarism is a very bad idea. A paper that includes plagiarized materials of any kind will earn a grade of 0.