

PBAF 599B
VALUES OF SOCIAL JUSTICE IN PUBLIC POLICY

Fall 2007

Wednesday 6:00-8:50pm

Balmer 211

Web: <http://courses.washington.edu/pbafgrk/599B>

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Office Hours: Wed 4-5:30 and by appt

When a user arrives at the Evans School's website (www.evans.washington.edu), the first thing he or she sees is our tag line: "Preparing leaders and pursuing ideas to change the world." Embedded in this is an emphasis on working to change the world to make it better. How? What is wrong with it that it needs changing?

With these questions in mind, this class delves into the values of social justice that motivate action (or reaction or protest) in the public arena. Together, we will think through what we mean by social justice and how values around social justice motivate concerns about problems and solutions in the public arena. Specifically we are concerned about issues of equity and liberty, of balancing the rights of the individual, the common good, and redistribution. By the end of this class you will be able to:

- Discuss the major values at stake in varied policy areas, especially when there are conflicts about courses of action;
- Assess how the major theories of social justice lend insight into contemporary policy problems;
- Trace the commonalities and conflicts between political philosophy and social movement perspectives on social justice;
- Analyze diverse policy domains to unearth the varied social justice problems and values that arise;
- Evaluate our own perspectives and values with regard to social justice, with the goal of integrating moral issues into our own policy and management decision making.

We will begin by reading foundational thinkers about social justice and action, and move to considering cases where ideas about social justices are fundamental bases for action. Each class session focuses on a specific historic or current policy situation, using both domestic and international examples across a breadth of policy areas.

Class format: This class will be run as seminar or case discussion class, depending on the material at hand. **Participation** is 25% of your grade. The quality of each class session will depend upon your preparation; read the material and come to class willing to discuss it with your colleagues, either as a whole or in small groups. You may be asked to do role plays in class as part of the discussion.

I expect each student will also participate by:

- preparing fully and engaging actively in each class,
- presenting an overview of your final paper in class toward the end of the quarter, and
- commenting regularly about key issues in the readings via e-mail list-serve.

In addition, during the quarter, you will be part of a team of 3 or 4 students who will help to prepare class discussions:

- First, you will act as resources for the rest of the class. You will make sure to pay especially close attention to the readings, develop questions to help guide discussion, think about points of confusion and will have responsibility for making sure our conversation covers the aspects of the readings they found especially salient.
- Second, you will meet with the instructor the Monday before class to aid in preparing the class discussion.
- Third, you will send three *succinct* discussion questions to me by noon each Tuesday, prior to the class session. This will help the class to focus its discussion.
- Fourth, these students will be ready to present the material to their colleagues.

An additional note about class participation: Our personal perspectives on social justice are shaped in part by our varied experiences, our personal identities, and the cultures from which we come. In order to understand the social justice values that underlie policy issues or motivate action, we will sometimes need to draw on our own personal experiences. It is my expectation that you come to class ready to talk about difficult issues and ready to try to understand perspectives that may not be your own. This means that a fundamental guideline for interaction in this class is that you will respect the perspectives of others, regardless of whether you agree with them or not. It also means that (a) you will occasionally be asked to portray a person with a perspective with which you violently disagree and (b) you each are responsible for making sure that unpopular or minority perspectives are present in our class conversations.

This class is meant to engage us in thinking about the values of social justice that permeate public policy and in many cases motivate our own interests in the public or non-profit arenas. These motivations are often quite personal, and our perspectives on social justice issues often reflect our personal experiences. While I will never require you to speak from personal experience in the class, often students do because they want others to understand their perspectives. Therefore, I ask that you come to class ready to respect others' viewpoints and be prepared to be challenged as to your own.

If you have questions or concerns about class participation, please let me know.

Assignments

A typical reading assignment for a class will consist of a reading that is philosophical in nature and one that focuses on a particular policy or management issue, save for the first class session. Cases and other readings will generally be available either on the web (with a link in the syllabus or through the course home-page, indicated by a [W] in the schedule) or on-line through electronic reserves (indicated by an [E] in the schedule).

There are several books on which we will rely in the class—you may want to purchase them on your own, although selected chapters are available on e-reserves:

Xavier de Souza Briggs. 2006. *The Geography of Opportunity: Race and Housing Choice in Metropolitan America*. (Brookings)

Judith Lynn Failer. 2002. *Who Qualifies for Rights: Homelessness, Mental Illness, and Civil Commitment* (Cornell University Press)
Chester Hartman and Gregory D. Squires. 2006. *There Is No Such Thing As A Natural Disaster*.

One book I ask you to order and purchase as soon as possible:

Lawrence Goodwyn. 1978. *The Populist Moment*. (Oxford University Press)

In terms of written work, you will be responsible for two papers.

- **Short Paper** (30%): The first is a short analytical (5-page) paper that will analyze a problem that is the topic for one class session. A description of this paper will be handed out and discussed in the first class.
- **Final Paper** (45%): A final paper of no more than ten pages on any topic which carefully analyzes the value issues in a specific policy, tool, activity, or program, and considers solutions from a perspective of the principles and values at stake. Topics need to be approved in advance.

All late papers will receive a grade penalty unless you and I agree on an extension in advance in writing.

Grading:

In calculating your final grade for the class, I have given the following weights to the course components:

Class Participation (including group work and presentations)	25%
Paper 1 (due on the day of the class reading)	30%
Paper 2 (due Dec 12, 10 am)	<u>45%</u>
	100%

SCHEDULE

Date	Topic
<p>1. Sept 26</p>	<p><i>What is social justice?</i> <i>Making it personal?</i></p> <p>Freedman, Samuel. 2003. "Introduction: John Rawls—An Overview," <i>The Cambridge companion to Rawls</i>, edited by Samuel Freeman (Cambridge: Cambridge University Press): 1-51. [E]</p> <p>Kymlicka, Will. 2002. "Civil Society and Government: A Liberal-Egalitarian Perspective," and <i>Civil Society and Government</i>, Nancy L. Rosenblum and Robert C. Post, editors (Princeton: Princeton University Press). P. 79-110. [E]</p> <p>And the comment on Kymlicka: Galston, William A. 2002. "Liberal Egalitarianism: A Family of Theories, not a Single View," in <i>Civil Society and Government</i>, Nancy L. Rosenblum and Robert C. Post, editors (Princeton: Princeton University Press). P. 111-122. [E]</p> <p>Young, Iris Marion. 2006. Responsibility and Social Justice: A Social Connection Model. <i>Social Philosophy and Policy</i> 23 (1): 102-130. [E]</p> <p>Benhabib, Seyla. 2004. <i>The Law of the Peoples</i>, Distributive Justice, and Migrations. <i>Fordham Law Review</i> 72: 1761-1787. [E]</p>
<p>2. Oct 3</p>	<p><i>Valuing Racial School Integration, or Not?</i></p> <p>Supreme Court Decision re: Racial Tie Breakers in Seattle and Louisville (June 28, 2007) <i>United States Reports</i> 551/2. [E] In reading this legal document, pay attention to the history of racial segregation and solutions to it in the U.S., and the essential legal protections that are being argued by Justices Roberts (majority opinion), Kennedy (concurring opinion), and Breyer (dissenting opinion).</p> <p>For those of you needing a (very) succinct summary of their perspectives, read: Owen Fiss Sometimes There's No Other Way to Achieve Integration, <i>Seattle Post-Intelligencer</i> September 2, 2007 p. F3.</p> <p>Assorted media coverage, editorials, and letters to the editor, April-July 2007, from the <i>Seattle Times</i> (pick some to read):</p> <p>April 30, 2007 Jerry Large Equality vs. Quality in Schools</p> <p>May 23, 2007 Alex Fryer Seattle Plans New System for Student Assignment</p> <p>June 29, 2007 Emily Heffter Some New Diversity Strategies Take Shape Linda Shaw U.S. Supreme Court Rejects Seattle's Racial Criteria</p> <p>June 30, 2007</p>

	<p>Emily Heffter Income Not Always Perfect School Tiebreaker</p> <p>July 1, 2007 Danny Westneat Unlikely Bedfellow on Schools</p> <p>July 3, 2007 Eugene Robinson Turning Back the Clock</p> <p>July 4, 2007 Lynne Varner Mistaken for a Black Thing, Few Strive to Understand It</p> <p>July 6, 2007 Ellen Goodman Color Clarence Thomas Conservative Larry Gossett Schools and Race: Picking Up the Pieces Liam Julian Mission Now is to Help Seattle Narrow the Achievement Gap</p> <p>July 11, 2007 Letters to the editor (read just those about the court decision)</p> <p>July 12, 2007 Kathleen Brose Seattle School Parents Vindicated</p> <p>July 14, 2007 Letters to the editor (read just those about the court decision)</p> <p>July 24, 2007 John R. Miller Race Has No Place in Seattle Schools</p> <p>July 26, 2007 Ronald J. Krotoszynski Jr. Seattle Could Design a Diversity Plan that Passes Muster</p> <p>Blum, Lawrence. 2002. "The Promise of Racial Integration in a Multicultural Age," <i>NOMOS XLIII: Moral and Political Education</i> Stephen Macedo and Tael Tamir, editors (New York: New York University Press) p. 383-424. [E]</p> <p>And comment by William A. Galston. 2002. "Individual Experience and Social Policy: Thinking Practically about Overcoming Racial and Ethnic Prejudice" in <i>NOMOS XLIII: Moral and Political Education</i> Stephen Macedo and Tael Tamir, editors (New York: New York University Press) p. 425-433. [E]</p>
<p>3. Oct 10</p>	<p><i>Redistributive Justice</i></p> <p>Larry Goodwin. 1978. <i>The Populist Moment</i>. (Oxford University Press).</p> <p>Nozick, Robert. 2004. "An Entitlement Theory" in Clayton and Williams <i>Social Justice</i> pp. 85-109 [E]</p>
<p>4. Oct 17</p>	<p><i>Social Justice and Property Rights: Housing Exclusion and Inclusion</i></p> <p>Anderson, Elizabeth S. 2004. Against Luck Egalitarianism: What is the Point of Equality? In <i>Social Justice</i> [E]</p>

	<p>Briggs, Xavier de Souza. 2006. “2 More <i>Puribus</i>, Less <i>Unum</i>: The Changing Geography of Race and Opportunity.” <i>The Geography of Opportunity: Race and Housing Choice in Metropolitan America</i>. P. 17-41.[E]</p> <p>Pendall, Rolf, Arthur C. Nelson, Casey Dawkins, and Gerrit J. Knapp. 2006. “10 Connecting Smart Growth, Housing Affordability, and Racial Equity.” <i>The Geography of Opportunity: Race and Housing Choice in Metropolitan America</i>. P. 219-246 [E]</p> <p>Blackwell, Angela Glover and Judith Bell. 2006. “13 Equitable Development for a Stronger Nation: Lessons from the Field.” <i>The Geography of Opportunity: Race and Housing Choice in Metropolitan America</i>. p. 289-309 [E]</p> <p>Hoch, Charles. 2007. “How Plan Mandates Work – Affordable Housing in Illinois,” <i>Journal of the American Planning Association</i> 73 (1):86-99. [E]</p> <p>Cowan, Spencer. 2006. “Anti-snob Land Use Laws, Suburban Exclusion, and Housing Opportunity,” <i>Journal of Urban Affairs</i> 28 (3); 295-313. [E]</p> <p>McCann, Jason. 2006. “Pushing Growth Share: Can Inclusionary Zoning Fix What is Broken with New Jersey’s Mount Laurel Doctrine?” <i>Rutgers Law Review</i> 59 (1): 191-219. [E]</p>
<p>5. Oct 24</p>	<p><i>The Disability Rights Movement</i></p> <p>Failor, Judith Lynn.2002. Chapters 1 and 2. <i>Who Qualifies for Rights: Homelessness, Mental Illness, and Civil Commitment</i> [E]</p> <p>Bryan, Willie V. 2000. The Disability Rights Movement. <i>Readings for Diversity and Social Justice</i>. [E]</p> <p>Fine, Michelle and Adrienne Asch. 2000. Disability beyond stigma: Social interaction, discrimination, and activism. <i>Readings for Diversity and Social Justice</i>. [E]</p>
<p>6. Oct 31</p>	<p><i>Women and Social Justice</i></p> <p>Casa Amiga (Electronic Hallway Case) [E]</p> <p>Ruwanpura, Kanchana N. 2007. Awareness and Action: the ethno-gender dynamics of Sri Lanken NGOs. <i>Gender Place and Culture</i> 14(3): 317-333. [E]</p> <p>Leve, L. 2007. “Failed Development” and Rural Revolution in Nepal: Rethinking Subaltern Consciousness and Women’s Empowerment.” <i>Anthropological Quarterly</i> 80(1): 127-172. [E]</p>
<p>7. Nov 7</p>	<p><i>Environmental Justice and Sustainable Development</i></p> <p><i>New Toxic Wastes and Race at Twenty: 1987-2007</i> available at http://www.ejrc.cau.edu/TWARTFinal.htm</p> <p>Agyeman, Julian and Tom Evans. 2003. Toward just sustainability in urban communities: building equity rights with sustainable solutions. <i>Annals of the American</i></p>

	<p><i>Academy of Political Science</i> 590:35-53. [E]</p> <p>Other Readings TBA.</p>
8. Nov 14	<p><i>New Orleans and Hurricane Katrina: What's Next</i></p> <p><i>Plans Versus Politics: New Orleans After Katrina</i>. Kennedy School of Government Case 1862. (Available for purchase from http://www.ksgcase.harvard.edu)</p> <p>Hartman and Squires. 2006. <i>There In No Such Thing as a Natural Disaster</i>: Chapter 1 Pre-Katrina, Post-Katrina Chapter 4 Towards a Transformative View of Race Chapter 5 Abandoned Before the Storms Chapter 8 Reclaiming New Orleans Working Class Communities Chapter 14 Rebuilding a Tortured Past or Creating a Model Future.</p> <p>Ingram, Helen M. and Schneider, Ann L. 2005. "Introduction: Public Policy and the Social Construction of Deservedness" in <i>Deserving and Entitled: Social Constructions and Public Policy</i>, Ingram and Schneider, eds. p. 1-33. [E]</p> <p>Other recommended resources:</p> <p>The New Orleans Index: Tracking Recovery in the Region. Available at http://www.brookings.edu/metro/pubs/200512_katrinaindex.htm [W]</p>
Nov 21	No class Thanksgiving break
9. Nov 28	<p><i>Engaging the Law</i></p> <p>How does change happen? What principles are at stake?</p> <p>Special Guest: Jesse Wing, Partner, MacDonald, Hoague, and Bayless</p> <p>Readings TBA</p>
10. Dec 5	Presentations and Evaluation

PBAF 599B VALUES OF SOCIAL JUSTICE IN PUBLIC POLICY
Analytic Paper 1

In preparation for one class session (weeks 2-8), your task is to write a 5-page paper to unearth the values embedded in a case. Your job is to outline the values that are openly expressed, those are unstated, and those that are absent that you think should be present. These values are often expressed by different parties involved in the case or are clear to you careful analysis. For example, is the value one of equity? Liberty? Equality? How do you know? What is equal? Access? Opportunity? The right to freedom of expression? What is one free to do?

When making your argument, make sure to (a) support your analysis with quotes from the readings (and citations) and (b) demonstrate how your assertions cannot be refuted by the evidence in the case.

This paper is due at the start of the class period for which it has been prepared.

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Analytic Paper 2

Due December 12, 10am in my faculty mail box or on-line turning through the course website.

A theme of this class is developing your own understanding of social justice through a process of uncovering and weighing the competing values that may be at play in policy situation. While we began with a Rawlsian consideration of the creation of a just society, we have examined numerous cases and read many critiques that suggest creating the will and principles for a just society are not simple.

Your task in this paper is to select a policy, program, problem or situation where social justice is a salient concern and look at it through the lens of this class. You might include:

1. A description of the policy, program, problem, or situation. What makes this a social justice concern?
2. A clear explanation of the principles at stake, for example **liberty, equality, the common good, dignity** (you may think of others) and how they may (or may not) be in conflict with each other.
3. An analysis of what is at stake. For example, is the concern one of access to resources or education or jobs? Is it an issue of structural injustice? Is it about the ability to make choices? (if these issues are not apparent up front, speculate)
4. What are the main barriers to dealing with this social justice problem? Reflect on which values should be given primary in deciding on a plan of action and make an argument as to why.

Make sure to support your analysis. You may have to speculate in some parts of this paper. Nonetheless, please **write clearly and convincingly**, and **provide examples** to illustrate how your speculations might play out in practice. The paper should be no more than 2,500 – 3,000 words (less than 10 pp. double-spaced).