

PADP 7200: Social Justice & Participation (**SYLLABUS SUBJECT TO CHANGE**)

Fall 2026, Monday, 3:55-6:45

Baldwin Hall 307

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Office Hours: TBA

Office: TBA

Course Description

This course provides students with an overview of social justice-related issues within public administration. Specific attention will be given to the ways in which social inequities, bias, and oppression are embedded within the structural fabric of the administrative state, trickle down into organizational structure, and ultimately, manifest within individual cognition, decision-making, and discretion. While this focus will define the first part of the course, the second part of the course will focus on select topics which are central to one's understanding of social justice (and your instructor just finds them important/interesting). Together, these topics are essential for understanding one's participation in social justice as public administrators as well as barriers that vulnerable and disadvantaged populations face as they navigate public services.

Student Learning Objectives

- Understand how questions of social justice span levels of analysis in public administration
- Identify specific bureaucratic mechanisms which generate inequalities
- Become cognizant of how participation is shaped by how public administrators and the public view bureaucracy

Connections to MPA Competencies

Core Competency #1: To Lead and Manage in Public Governance

Students will learn the implications of the unique political and legal environment in the public sector and its human management implications. They will be able to understand the importance and dynamics of working in teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product. Furthermore, students will be equipped to identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including their similarities and differences as well as unique intergovernmental and inter-organizational challenges.

Core Competency #2: To Participate in the Public Policy Process

Students in the Master of Public Administration program at The University of Georgia will understand the public policy process at the federal, state, and local levels, including formulating, implementing, and evaluating policy. They will develop the ability to interpret and persuasively communicate information regarding policy alternatives through memoranda and presentations. Additionally, students will analyze policy alternatives using quantitative and qualitative tools to evaluate decisions and explain potential ramifications for diverse constituencies. They will learn to manage financial resources and develop a comprehensive budget proposal to achieve organizational goals.

Core Competency #3: To Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions

Students in the Master of Public Administration program at The University of Georgia will utilize various methods and analytical tools to analyze and interpret data to provide effective reasoning for decision making and policy creation. Students will learn to effectively and concisely inform the public and other stakeholders of decisions and initiatives through the presentation of data and research findings. Furthermore, they will produce policy papers involving the synthesis of information, evaluation, and analysis of critical questions or problems currently facing the field of public administration and policy.

Core Competency #4: To Articulate and Apply a Public Service Perspective

Students in the Master of Public Administration program at The University of Georgia will understand and appreciate the intellectual history of American public administration, competing ideological frameworks, and major issues or controversies that have emerged over time. They will learn to apply the profession's code of ethics to decisions and value conflicts unique to the public sector, ensuring practices remain accountable and transparent. Moreover, students will demonstrate an appreciation of the complex legal/political/fiscal environment of public management.

Core Competency #5: Communicating with a Diverse Workforce and Citizenry

Students will exhibit knowledge of principles and practices associated with effective public personnel management. Such skills will include the ability to recognize, consider, and respect differing points of view in administrative and policy decisions. Students will execute specific strategies to enhance equity within and representativeness of the public workforce to ensure all people within a government's jurisdiction are well served. Finally, students will demonstrate an appreciation for diversity and will be able to work productively in teams by displaying composure, professionalism, and effective communication skills.

Grading

This class adopts a 10-point grading scale. In razor's edge cases, I will always round up to the higher letter grade.

A 100 - 90	D 69 - 60
B 89 - 80	F 59 - 0
C 79 - 70	

Assignments

All assignments are expected to be turned in by the designated due date. My late policy is an immediate letter grade reduction (e.g. a reduction from an A – B if an assignment is due at 11:59 pm and your submission is 12:01 am) with an additional grade deduction for each subsequent 24 hours beyond the due date. With that said, my goal is to be accommodating—life happens and I do not want this class to get in the way of your learning. It is my belief that we absorb information best if we are not overly rigid about due dates. If you are proactive and ask for an

extension, I promise to grant it 100% of the time. Unless there is an emergency, I ask for a 24-hour notice on extension requests.

Group Project 1: Levels of Analysis Presentation (15%) and Written Assignment (25%)

Students will apply the macro, meso, micro framework to a policy domain of their choosing. More information on the nature of the assignment will be distributed during the semester.

Group Project 2: Social Equity Audit Presentation (15%) and Written Assignment (25%)

Students will conduct a social equity audit which gathers relevant data on an organization's demographic composition, performance outcomes, and any other information relevant for understanding if and how it is performing in terms of equity. More information on the nature of the assignment will be distributed during the semester.

Talking Points (20%)

After engaging with the reading materials, each student (in addition to the instructor) will prepare a series of questions which they think will help facilitate discussion in-class. These are due by 11:59 pm the night before class.

Introduction (8/17)

<https://nathanfавero.substack.com/p/regression-in-500-words>

<https://nathanfавero.com/wp-content/uploads/Guide-to-Reading-Efficiently-for-Grad-School-PUAD-684.pdf>

Levels of Analysis and Organizing Principles for Studying Social Equity (8/24)

Jilke, Sebastian, Asmus Leth Olsen, William Resh, and Saba Siddiki. "Microbrook, mesobrook, macrobrook." *Perspectives on Public Management and Governance* 2, no. 4 (2019): 245-253.

Jones, Camara Phyllis. "Levels of racism: a theoretic framework and a gardener's tale." *American journal of public health* 90, no. 8 (2000): 1212.

Ray, Victor. "A theory of racialized organizations." *American sociological review* 84, no. 1 (2019): 26-53.

Structural/Macro Theories (8/31)

Schneider, Anne, and Helen Ingram. "Social construction of target populations: Implications for politics and policy." *American political science review* 87, no. 2 (1993): 334-347.

DiMaggio, Paul J., and Walter W. Powell. "The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields." *American sociological review* (1983): 147-160.

Blume, Grant H. "'As expected': Theoretical implications for racialized administrative power as the status quo." *Journal of Public Administration Research and Theory* 33, no. 1 (2023): 30-42.

Stivers, Camilla. "Settlement women and bureau men: Constructing a usable past for public administration." *Public Administration Review* (1995): 522-529.

9/7 – No class (Labor Day)

Management/Meso Theories (9/14)

Andersen, Simon Calmar. "From passive to active representation—Experimental evidence on the role of normative values in shaping white and minority bureaucrats' policy attitudes." *Journal of Public Administration Research and Theory* 27, no. 3 (2017): 400-414.

Kennedy, Brandy A. "Sorting through: The role of representation in bureaucracy." *Journal of Public Administration Research and Theory* 23, no. 4 (2013): 791-816.

Bishu, Sebawit G., and Nuri Heckler. "Women and men municipal managers doing and undoing gender." *Journal of Public Administration Research and Theory* 31, no. 3 (2021): 489-505.

Portillo, Shannon, and Leisha DeHart-Davis. "Gender and organizational rule abidance." *Public Administration Review* 69, no. 2 (2009): 339-347.

Implementation Theories/Meso (9/21)

Moynihan, Donald, Pamela Herd, and Hope Harvey. "Administrative burden: Learning, psychological, and compliance costs in citizen-state interactions." *Journal of Public Administration Research and Theory* 25, no. 1 (2015): 43-69.

Ray, Victor, Pamela Herd, and Donald Moynihan. "Racialized burdens: Applying racialized organization theory to the administrative state." *Journal of Public Administration Research and Theory* 33, no. 1 (2023): 139-152.

Favero, Nathan. "Bureaucratic beliefs and representation: Linking social identities, attitudes, and client outcomes." *The American Review of Public Administration* 54, no. 4 (2024): 337-353.

Nisar, Muhammad A. "Children of a lesser god: Administrative burden and social equity in citizen–state interactions." *Journal of Public Administration Research and Theory* 28, no. 1 (2018): 104-119.

Behavioral Theories/Micro (9/28)

Marvel, John D. "Unconscious bias in citizens' evaluations of public sector performance." *Journal of Public Administration Research and Theory* 26, no. 1 (2016): 143-158.

Sabin, Janice A., Brian A. Nosek, Anthony G. Greenwald, and Frederick P. Rivara. "Physicians' implicit and explicit attitudes about race by MD race, ethnicity, and gender." *Journal of health care for the poor and underserved* 20, no. 3 (2009): 896-913.

Baker, Daniel Brice, and Shahidul Hassan. "Gender and prosecutorial discretion: An empirical assessment." *Journal of Public Administration Research and Theory* 31, no. 1 (2021): 73-90.

Watkins-Hayes, Celeste. "Race, respect, and red tape: Inside the black box of racially representative bureaucracies." *Journal of Public Administration Research and Theory* 21, no. suppl_2 (2011): i233-i251.

Identity and Intersectionality (10/5)

Fearon, James D. "What is identity (as we now use the word)." *Unpublished manuscript, Stanford University, Stanford, Calif* 1 (1999): 43.

Nelson, Ashley, and Jaclyn Piatak. "Intersectionality, leadership, and inclusion: How do racially underrepresented women fare in the federal government?." *Review of Public Personnel Administration* 41, no. 2 (2021): 294-318.

Li and McCrea, Identity and Intersectionality in Public Administration: A Layered and Integrated Approach.

Fay, Daniel L., Alisa Hicklin Fryar, Kenneth J. Meier, and Vicky Wilkins. "Intersectionality and equity: Dynamic bureaucratic representation in higher education." *Public Administration* 99, no. 2 (2021): 335-352.

Presentation of Levels of Analysis Assignment (10/12)

Representative Bureaucracy (10/19)

Meier, Kenneth J., and Austin M. McCrea. "Sit it out or dance: Representative bureaucracy contagion effects in health care." *International Public Management Journal* 27, no. 3 (2024): 401-421.

Headley, Andrea M., James E. Wright, and Kenneth J. Meier. "Bureaucracy, democracy, and race: The limits of symbolic representation." *Public Administration Review* 81, no. 6 (2021): 1033-1043.

Hibbard, Patrick F., Lisa Blomgren Amsler, and Michael Scott Jackman. "Representative bureaucracy and organizational justice in mediation." *Journal of Public Administration Research and Theory* 32, no. 4 (2022): 717-735.

Riccucci, Norma M., and Gregg G. Van Ryzin. "Representative bureaucracy: A lever to enhance social equity, coproduction, and democracy." *Public Administration Review* 77, no. 1 (2017): 21-30.

Human Resource Management (10/26)

Chordiya, Rashmi, and Larry Hubbell. "Fostering internal pay equity through gender neutral job evaluations: A case study of the federal job evaluation system." *Public Personnel Management* 52, no. 1 (2023): 25-47.

Sievert, Martin, Dominik Vogel, and Matthias Döring. "From wording to workforce: Gendered language in public job advertisements shapes gender diversity in applicant pools." *Public Administration Review* 86, no. 1 (2026): 258-275.

Nelson, Ashley, and Jaclyn Piatak. "Intersectionality, leadership, and inclusion: How do racially underrepresented women fare in the federal government?." *Review of Public Personnel Administration* 41, no. 2 (2021): 294-318.

Guy, Mary Ellen, and Meredith A. Newman. "Women's jobs, men's jobs: Sex segregation and emotional labor." *Public administration review* 64, no. 3 (2004): 289-298.

Hoang, Trang, Jiwon Suh, and Meghna Sabharwal. "Beyond a numbers game? Impact of diversity and inclusion on the perception of organizational justice." *Public Administration Review* 82, no. 3 (2022): 537-555.

Measurement Issues (11/2)

McCrea, Austin M., Kenicia Wright, Xiaoyang Xu, and Noah Pruitt. "Pathways for Social Equity: An Audit of Bureaucratic Representation, Diversity, and Cultural Competency in Florida Nursing Homes." *Journal of Social Equity and Public Administration* 3, no. 1 (2025): 54-68.

Castillo, Wendy, and David Gillborn. "How to" QuantCrit:" Practices and Questions for Education Data Researchers and Users. EdWorkingPaper No. 22-546." *Annenberg Institute for School Reform at Brown University* (2023).

Obermeyer, Ziad, Brian Powers, Christine Vogeli, and Sendhil Mullainathan. "Dissecting racial bias in an algorithm used to manage the health of populations." *Science* 366, no. 6464 (2019): 447-453.

Taylor, Melissa, Larra Rucker, Valerie Hunt, and Brinck Kerr. "Intersectional Representation Among Employees in US School Districts." *Journal of Social Equity and Public Administration* 3, no. 2 (2025): 217-241.

Bias (11/9)

Amutah, Christina, Kaliya Greenidge, Adjoa Mante, Michelle Munyikwa, Sanjna L. Surya, Eve Higginbotham, David S. Jones et al. "Misrepresenting race—the role of medical schools in propagating physician bias." *New England Journal of Medicine* 384, no. 9 (2021): 872-878.

Porumbescu, Gregory A., Suzanne J. Piotrowski, and Vincent Mabillard. "Performance information, racial bias, and citizen evaluations of government: Evidence from two studies." *Journal of Public Administration Research and Theory* 31, no. 3 (2021): 523-541.

Nagtegaal, Rosanna, Lars Tummers, Mirko Noordegraaf, and Victor Bekkers. "Designing to debias: Measuring and reducing public managers' anchoring bias." *Public Administration Review* 80, no. 4 (2020): 565-576.

Pedersen, Mogens J., and Vibeke L. Nielsen. "Bureaucratic decision-making: A multi-method study of gender similarity bias and gender stereotype beliefs." *Public Administration* 98, no. 2 (2020): 424-440.

Christensen, Robert K., John Szmer, and Justin M. Stritch. "Race and gender bias in three administrative contexts: Impact on work assignments in state supreme courts." *Journal of Public Administration Research and Theory* 22, no. 4 (2012): 625-648.

Immigration (11/16)

Moynihan, Donald, Julie Gerzina, and Pamela Herd. "Kafka's bureaucracy: Immigration administrative burdens in the Trump era." *Perspectives on Public Management and Governance* 5, no. 1 (2022): 22-35.

Capers, K. Jurée, and Candis W. Smith. "Race, ethnicity, and immigration: Assessing the link between passive and active representation for foreign-born clients." *Journal of Public Administration Research and Theory* 31, no. 4 (2021): 704-722.

Martínez, Daniel E. "The racialized dimensions of contemporary immigration and border enforcement policies and practices." *Public Administration Review* 82, no. 3 (2022): 598-603.

11/23 – No Class (Thanksgiving Break)

Presentation of Social Equity Audit (12/1)

Course Statements & Policies

UGA Honor Code

"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at honesty.uga.edu.

Accommodation for disabilities

If you plan to request accommodations for a disability, please register with the *Accessibility & Testing*. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <https://accessibility.uga.edu/>.

Use of AI in this Course

This class is interested in nailing down foundational concepts within public administration. Part of this requires students to meaningfully engage with the material and focus on acquiring a genuine knowledge base. As such, the use of generative AI is prohibited within this course. We are covering important ideas that require gestation and reflection—goals which are greatly compromised under the backdrop of artificial intelligence.

UGA Well-being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity. UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Accessibility & Testing: accessibility.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting well-being.uga.edu.

Student Success Resources

The Office for Student Success and Achievement (OSSA) empowers students to achieve success throughout their academic journey. Through free peer tutoring, academic coaching, UNIV student success courses, Bulldog Basics, and first-generation student support, we promote well-being, student learning, and community building. To connect with OSSA, email ossa@uga.edu, call (706) 542-0163, or visit Milledge Hall (near Reed Hall and Sanford Stadium).

Disclaimer

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

