Instructor Information

- Professor Rachel Swaner
- Email: RLS200@nyu.edu
- Office Hours: by appointment

Course Information

- Class Meeting Times:
  - Tuesday 1/3/23, 6-9pm
  - Thursday 1/5/23, 6-9pm
  - Tuesday 1/10/23, 6-9pm
  - Thursday 1/12/23, 6-9pm
- Class Location: Zoom (see the links on our NYU Brightspace class site)

Course Prerequisites

- CORE-GP 1022, Introduction to Public Policy

Course Description

Though the policymaking process is complex, with a host of actors and competing interests, public policy is traditionally shaped by elected officials, administrative agencies, and organized interest groups. There are many avenues for policies to be informed by the lived experience of members of low-income and marginalized communities; however, their participation is often hidden and/or undervalued. Public servants and policymakers can provide proactive opportunities for communities to assert their own priorities and rights through mechanisms like public planning processes or participatory budgeting. Similarly, marginalized communities can self-organize and even form common cause with broader interests to create more just public policies. In this course, we will explore strategies for initiating participatory policymaking from above (e.g., government/policymakers initiating participatory approaches to decision-making)
and below (e.g., grassroots communities mobilizing to influence policy), and the democratic tradition of challenging traditional power structures. We will also examine the essential concepts of power—what it is, how it is used, how groups and communities can expand and strengthen their political power, and how public officials can share theirs.

**Course and Learning Objectives**

By the end of the course:

1. Students will have a greater background knowledge of various forms of participatory policymaking that will help them analyze the potential success of future campaigns and policy interventions.
2. Students will be able to identify types of and provide pros and cons to the applications of various participatory processes.
3. Students will gain an understanding of the challenges to participatory governance as currently practiced in the United States.

**Learning Assessment Table**

<table>
<thead>
<tr>
<th>Graded Assignment</th>
<th>Course Objective Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>#1, #2, #3</td>
</tr>
<tr>
<td>Reading responses</td>
<td>#1, #2, #3</td>
</tr>
<tr>
<td>Final assignment</td>
<td>#1, #2, #3</td>
</tr>
</tbody>
</table>

**Course Requirements**

This is a discussion-based course. We will be exploring issues in a community-learning environment, and as such, class preparation and participation by everyone are absolutely essential. Students are expected to read required texts in advance and be prepared to contribute to class discussions. There is both a speaking and listening component to participation: sharing your ideas and reflecting on/responding to the ideas of others.

I expect students to have read as many of the required readings as possible before class. The readings are listed below in the “Course Readings” section.

Students will be required to:

1. Attempt to read as much of the readings as possible, given the compressed schedule of the course.
2. For two classes, write a reading response in response to one of the topics that day—due at 9am the morning of the class. These responses will be used to seed discussion of the topic covered.
3. Lastly, students will work in groups to write a final paper—a memo about a program or policy of their choosing. Due January 27th.

More detailed assignment instructions will be posted on NYU Brightspace under Assignments.
For Zoom Meetings

You are expected to participate in each class with your Zoom audio and video on. Please review Wagner’s *Zoom in the Classroom* series about classroom etiquette, participation, and more.

**Grading**

**Relative Weight of Assignments**

- Class participation, 20%
- Reading Response 1, 20% (graded for effort)
- Reading Response 2, 20% (graded for effort)
- Final paper, 40%

**Letter Grading**

- A: 94.5+
- A-: 88.5 - 94.4
- B+: 85.5 - 88.4
- B: 82.5 - 85.4
- B-: 78.5 - 82.4
- C+: 76.5 - 78.4
- C: 73.5 - 76.4
- C-: 68.5 - 73.4

**Course Readings (All are under Resources on NYU Brightspace.)**

**Class 1: Jan. 3 – What’s the Problem?; Tools of Participation**

**What’s the Problem?**

  - “The Purpose” and “A Word About Words”

**Tools of Participation**


  - Chapter 1 (pages 1-23)

  - “From Athens to Athens” (pages 9-13)


**Class 2: Jan. 5 – Participation through Opening up the System: Participatory Budgeting**


Guest Speakers: NYC Council Members Shahana Hanif (District 39) and Alexa Avilés (District 38)

Class 3: Jan. 10 – Participation through Collective Action

Community and Issue Organizing
  - “The Education of an Organizer,” “Communication,” and “Tactics”
  - Introduction: Community Organizing - Yesterday and Today (pages xlii-xlix)
  - Chapter 2: Organizing New Constituencies (pages 24-47)
  - Chapter 3: Picking the Good Fight (pages 48-78)
  - Chapter 9: Youth First in Jackson Square! (pages 175-193)

Guest Speaker: Chris Kocher, Founder and Director Covid Survivors for Change, Founder and Former Director of the Everytown Survivor Network

Class 4: Jan. 12 – Participation through Knowledge Creation: Participatory Research; Critiques of Participatory Policymaking

Participatory Research
- Right to the City Alliance. 2010. We Call These Projects Home: Solving the Housing Crisis from the Ground Up. Available at: https://assets.website-files.com/61ccce7fbdaf706120c7c25f/62ac3271449a92b9051daaf7_We_Call_These_Projects_Home.pdf
Critiques of Participatory Policymaking

- Farrell, D. 2022. “We may have overdone it on citizens’ assemblies.” The Irish Times. Available at: https://www.irishtimes.com/opinion/we-may-have-overdone-it-on-citizens-assemblies-1.4803375.

NYU Brightspace

All announcements, resources, and assignments will be delivered through the NYU Brightspace site.

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner’s Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU’s Calendar Policy on Religious Holidays

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays you plan on missing.