

**CSRE 220**  
**Public Policy Leadership Institute**  
**Summer 2019**

Instructor: Dr. Jonathan Rosa  
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Sept. 9-20, M-F: 10am-12pm  
CCSRE Conference Room – Building 360  
Office hours: By appointment

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**Course Description:**

The Public Policy Leadership Institute (PPI) was offered for the first time at Stanford in 1997 with funding from a James Irvine Foundation grant. When the Center for Comparative Studies in Race and Ethnicity was founded in 1996 and the CSRE undergraduate degree program was formally started, PPI became an important part of the curriculum. The primary objectives of PPI are to: 1) provide students with information about and critical perspectives on public policy issues related to race and ethnicity in the past, present, and future; 2) inform students about individuals and organizations working on policy-related issues; and 3) develop insights into the legislative process of public policy making at the state and local levels.

This year, PPI will focus on policy issues of importance to communities of color, including (im)migration, mass incarceration, housing, health, and education.

Each class session will involve discussion of the required readings and interaction with a scholar or policy expert in the field. Each PPI participant is expected to think about the material in advance, jot down some thoughts regarding uncertainties, key questions, and points of contestation, and bring at least one question to pose to the policy expert/scholar.

**Course Requirements and Grading:**

*Participation:*

Students are expected to attend each daily session and to participate actively in class discussions, write a policy brief or grant proposal on a particular issue (in consultation with the instructor), and make a presentation in class based on the policy brief. (20% of total grade)

*Policy Brief or Grant Proposal:*

Students are expected to conduct research geared toward the creation of a policy brief or grant proposal in the afternoon and/or evenings. The policy brief or grant proposal should be 10 double-spaced pages (or thereabouts) in length, in standard academic form.

If you choose to compose a policy brief, it should include five parts: 1) description of the issue or problem; 2) identification of the existing policies related to the issues or problem; 3) possible policy options or directions; 4) a pragmatic recommendation for policy action; and 5) a vision for long-range, structural change pertaining to the relevant policy issue. Briefs are commonly used at all levels of public policy making and are important parts of the political/legislative process.

If you choose to write a grant proposal, you should identify the funder, compose a statement of the problem, hypothesis, literature review, proposed research, methods, and goals. Due to the length of the assignment, each of these sections will likely be an abbreviated version of what you might actually submit for a grant.

The policy brief or grant proposal is due one week from the last day of class on **September 28 by 5pm**. Please upload the paper to your dropbox on Canvas. (60% of total grade)

#### *Presentations:*

In addition to this policy briefs or grant proposals, each student will deliver a presentation based on their research. The presentation should be no longer than 15 minutes, and may incorporate PowerPoint, video, posters, or other visual aid. The presentation should provide the principal components of the project, including the problem, the available alternatives, and a recommended policy solution. These presentations will take place during our last class meeting. The presentations will take place on the last day of class. (20% of total grade)

#### Notes:

- There may be a number of minor alternations to the syllabus regarding readings and visitors, but in no instance will this affect the assignment and expectations of students.
- Your final grade will appear on your fall quarter grade report.

#### **Required Readings:**

All required readings are available on Canvas.

#### **Course Schedule:**

##### Monday, 9/9: Introductions

#### *Read:*

1. Stone, Deborah. 2012[1988]. Introduction: "Why This Book?" in *Policy Paradox: The Art of Political Decision Making*. New York: W. W. Norton & Company.

2. Coates, Ta-Nehisi. 2017. The First White President. *The Atlantic*, October 2017 Issue.  
<https://www.theatlantic.com/magazine/archive/2017/10/the-first-white-president-ta-nehisi-coates/537909/>.

##### Tuesday, 9/10: Health and Gender

10am – Alé Chavarín, Graduate School of Education, Stanford University

#### *Read:*

1. Spade, Dean. 2011. Chapter 4: "Administrating Gender," in *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Durham, NC: Duke University Press.

2. Stroumsa, Daphna. 2014. The State of Transgender Health Care: Policy, Law, and Medical Frameworks. *American Journal of Public Health*. 104(3):e31-e38.

3. Farmer, Paul. (2003). Introduction to *Pathologies of power: Health, human rights, and the new war on the poor*.

#### Additional Materials

Review Medicare and Medicaid chart documenting states in which gender affirming care is covered.

View this video, which discusses some of the issues that gender variant people face as they seek asylum in the United States, in particular 'Trans Latinxs' experiences before, during and after detention: [LGBTQ asylum seekers persecuted at home and in the U.S. Custody](#)

#### Wednesday, 9/11: Housing and Development

10am – Dr. Vanessa Rosa, Department of Spanish, Latina/o, and Latin American Studies, Mt. Holyoke College

#### *Read:*

1. Bender, Steven. 2010. Introduction and Chapter 13: “Policy Considerations in Formulating Housing Reform.” “Tierra y Libertad: Land, Liberty, and Latino Housing. New York: NYU Press. Introduction and Chapter 13.

2. Rosa, Vanessa. 2019. Interrogating Multiculturalism and Urban Revitalization: “The Diversity of Diversity” in Toronto’s Regent Park. *Journal of Critical Race Inquiry*. 6(1):32-61.

3. Fullilove, Mindy Thompson. (2001). Root shock: The consequences of African American dispossession. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*. 78(1):72-80.

#### Thursday, 9/12: Education, Gender, Disability, Abolition

10am – Dr. Subini Annamma, Graduate School of Education, Stanford University

#### *Read:*

1. Annamma, Subini, David Connor, and Beth Ferri. 2013. Dis/ability Critical Race Studies (DisCrit): Theorizing at the Intersections of Race and Dis/ability. *Race, Ethnicity, and Education*. 16(1):1-31.

2. Annamma, Subini, Deb Morrison, and Darrell Jackson. 2014. Disproportionality Fills in the Gaps: Connections Between Achievement, Discipline, and Special Education in the School-to-Prison Pipeline. *Berkeley Review of Education*. 5(1):53-87.

#### Friday, 9/13: Criminal Justice, Incarceration, and Reentry

\*1pm – José Cabrera, Program Manager of David Lewis Community Reentry Program, East Palo Alto

**PLEASE NOTE THE DIFFERENT TIME AND LOCATION FOR THIS MEETING; TRANSPORTATION WILL BE PROVIDED**

Read:

1. Rios, Victor M. (2006). The Hyper-Criminalization of Black and Latino Male Youth in the Era of Mass Incarceration.
2. Alexander, Michelle. (2011). Introduction to *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.
3. National Research Council. 2014. *The Growth of Incarceration in the United States: Exploring Causes and Consequences*. Washington, DC: National Academies Press. (Report Summary)

View:

13<sup>th</sup> (available on Netflix; message me if you have any trouble accessing this)

Monday, 9/16: Sovereignty, Colonialism, Environment, Climate Change

10am – Dr. Yarimar Bonilla, Puerto Rican Studies and Anthropology, Hunter College and The CUNY Graduate Center

Read:

1. Bonilla, Yarimar. 2019. The Wait of Disaster: Race, Empire, and Emergency in Puerto Rico, USA. *American Association of Geographers*.
2. Bonilla, Yarimar. 2019. Trump's false claims about Puerto Rican are insulting. But they reveal a deeper truth. <https://www.washingtonpost.com/outlook/2018/09/14/trumps-false-claims-about-puerto-rico-are-insulting-they-reveal-deeper-truth/>. Washington Post.
3. Bonilla, Yarimar. 2019. Trump hasn't treated Puerto Rico well. But that's a long U.S. tradition. <https://www.washingtonpost.com/outlook/2019/04/01/trump-hasnt-treated-puerto-rico-well-thats-long-us-tradition/>. Washington Post.
4. Bonilla, 2019. Puerto Rican politics will never be the same. <https://www.jacobinmag.com/2019/08/puerto-rico-ricardo-rossello-governor-unrest>. Jacobins.

Watch:

1. <https://www.facebook.com/NowThisNews/videos/1905116722911776/>

Tuesday, 9/17: (Im)Migration

10am – Dr. Tomás Jiménez, Associate Professor, Department of Anthropology, Stanford University

11am – Araceli Garcia, Karnes Pro Bono Project Intern, RAICES

Read:

1. Eagly, Ingrid, Steven Shafer, and Jana Whalley. Detaining Families: A Study of Asylum Adjudication in Family Detention. American Immigration Council. August 2018. (Focus on pages 1-9, 14-16, and 38-40)

2. Jiménez, Tomás. 2017. Introduction to *The Other Side of Assimilation: How Immigrants Are Changing American Life*. Berkeley, CA: University of California Press. (Available on the Stanford library website: <https://searchworks.stanford.edu/view/12487997>)

3. Jiménez, Tomás. 2010. Introduction to *Replenished Ethnicity: Mexican Americans, Immigration, and Identity*. Berkeley, CA: University of California Press.

Wednesday, 9/18: Language, Race, Education, (Im)Migration

*Read:*

1. Rosa, Jonathan. 2018. Community as a Campus: From “Problems” to Possibilities in Latinx Communities. In *Civic Engagement in Diverse Latinx Communities: Learning from Social Justice Partnerships in Action*, edited by Mari Castañeda and Joseph Krupczynski. New York: Peter Lang Publishing. Pp. 111-123.

2. Rosa, Jonathan and Nelson Flores. 2015. Hearing Language Gaps and Reproducing Social Inequality. In “Invited Forum: Bridging the ‘Language Gap.’” *Journal of Linguistic Anthropology*. 25(1):77-79. (Skim the other pieces in this forum, especially the introduction)

3. Rosa, Jonathan. 2019. Contesting Representations of Migrant “Illegality” through the Drop the I-Word Campaign: Rethinking Language Change and Social Change. In *Language and Social Justice in Practice*, edited by Netta Avineri, Laura Graham, Eric Johnson, Robin Conley Riner, and Jonathan Rosa. New York: Routledge. Pp. 35-43.

Thursday, 9/19: Community Organizing and Paths Forward

10am – Haas Center for Public Service, Stanford University

11am – Sunny Trivedi, Graduate School of Education, Stanford University

*Read:*

1. Review the websites for the Haas Center for Public Service and the Public Policy Program at Stanford University.

2. Review the website for Enlace de Familias (<http://www.enlacedefamilias.org>).

3. Strand, Kerry, Sam Marullo, Nick Cutforth, Randy Stoecker, and Patrick Donohue. 2003. “Origins and Principles of Community of Community-Based Research.” San, Francisco, CA: Josey-Bass.

4. Mitchell, Tania, David Donahue, and Courtney Young-Law. 2012. Service Learning as a Pedagogy of Whiteness. *Equity & Excellence in Education*. 45(4):612-629.

Friday, 9/20: Student Presentations

**\*POLICY BRIEFS/GRANT PROPOSALS DUE: FRIDAY, SEPTEMBER 27<sup>th</sup> BY 5PM \***