Troubling Transparency

Instructor: Elizabeth (Bit) Meehan [she / her] **Email**: emeehan@gwu.edu
Semester: Fall 2022   **Office**:
Meeting Time: **Office Hours**:
Location:

OVERVIEW

SUMMARY

A lack of transparency is thought to be a key driver of economic inequality, democratic backsliding, climate change, platform discrimination, and many other issues. But is sunlight really the best disinfectant? What causes transparency, and what is made transparent for whom, when, and how? Does transparency lead to accountability? In this seminar, we will learn how social scientists have approached these questions and how transparency has been presented in podcasts, documentaries, and films. We will evaluate definitions, measures, and methods used to research transparency across multiple policy areas. These areas include transparency in freedom of information, campaign finance, economic development, government statistics, whistleblowing, taxation, supply chains, labor rights, philanthropy, the environment, and algorithms. You will also learn the foundations of how to read, write, and research in political science and public policy.

LEARNING OUTCOMES

During this Critical Thinking GPAC course, students will learn how to:
⇒ Analyze and evaluate complex information.
⇒ Analyze scholarly literature, in particular its theoretical orientation and sources of support.
⇒ Formulate an argument based on the analysis of that scholarly literature and/or data.

CREDIT HOURS AND INSTRUCTION FORMAT

This is a 3-credit class. Over 14 weeks, students will spend 2.5 hours (150 minutes) per week in two seminar discussions. Required reading and media for the seminar meetings, written assignments, and research projects are expected to take up, on average, 6 hours (360 minutes) per week. Over the course of the semester, students will spend 35 hours in instructional time and 84 hours preparing for class.

COURSE REQUIREMENTS

READING AND PARTICIPATION

To be able to effectively participate in class discussions, you must read, view, or listen to the assigned material before our class meetings. Note – all the page counts for each week include the bibliographies for each article. The text of the articles themselves will be shorter, I promise.

During class, students who participate a few times per class and/or who offer substantial, thoughtful comments about the readings or about fellow students' comments will be successful in this course. Telling me what you are confused about or what you don't understand and why is a form of meaningful participation.

ASSIGNMENTS

Your assignments are broken down into two categories: 1) critical reading and 2) critical thinking via original research and analysis.

Critical Reading

Reading Notebook: For this assignment, you will keep a log of your responses to the course material. For each reading, podcast, or film, you will do a "3-2-1" exercise: you will identify 3 moments in the material you found interesting, 2 you found confusing/unclear, and 1 question you had after finishing. <u>You will email me your 3-2-1 by 9am on the day of class where we will discuss the course material</u>. You will turn your entire notebook at the end of the semester for a completion grade based on the amount of course material you responded to (i.e., you responded to 100% of the materials = A+, 90% = A-, 80% = B-, etc.)

Critical Thinking

Project Proposal: For this assignment, you will select a US federal government agency, a Fortune 500 company, or a Forbes 100 charity to write a report on their transparency practices. You will write a 2-page proposal about the organization you have selected. You will write a brief description of the organization's purpose and history. You will then discuss <u>one</u> type of transparency you want to examine in your paper and why you chose them (see below). Lastly, you will describe some of the initial sources you found or resources you will use to research the organization. Elicit, Web of Science, and Google Scholar are great tools to start an academic literature review. **The proposal is due at the start of the fifth week of the course.**

Project Report: For this assignment, you will build on your project proposal and provide in-depth research about the type of transparency you identified to examine for your organization and argue what has caused that organization to be transparent (or not). These areas may include: 1) freedom of information and data availability (https://www.foia.gov; https://www.data.gov), 2) campaign donations (https://www.fec.gov/data/; https://www.opensecrets.org), 2) lobbying expenditures (https://www.lobbyview.org), 3) economic development, 4) ownership structures (https://opencorporates.com), 5) labor, supply chain, or environmental transparency, 6) data, platform, or algorithmic transparency, 7) philanthropy transparency, or 8) leaks and whistleblowers. You must describe where and how you searched to find relevant, reputable sources and why you think the information on your topic is available and accessible (or not).

Your assignment can be turned in written paper form (8-10 pages) or as a podcast or YouTube video (13-15 minutes). The bibliography for the paper, podcast, or YouTube option must be submitted in written paper form formatted in Chicago author-date style. At least 3 pages (around 5 minutes) must summarize what is known about your selected organization and their transparency practices for the issue you have selected. At least 4 pages (around 7 minutes minutes) must answer the following question: Under what conditions is your agency, company, or charity more likely to be transparent and why? You will cite scholarly research from the course (and additional research) to support and justify your argument. **The project is due at the start of the twelfth week of the course.**

Project Revisions: For this assignment, you will receive comments to improve your project from the instructor. You will integrate those suggestions and rewrite or re-record your final project, finding additional sources if necessary. You will also write and submit a one-page summary of how you integrated the instructor's feedback to attach to your final project. Lastly, you will give a 3-minute presentation summarizing your argument and conclusions on the last day of the class (as part of your participation grade). **Project revisions are due the Wednesday of finals week.**

All assignments must be written in 12pt Times New Roman font, double-spaced, with 1" margins. All referenced sources – scholarly articles, databases, websites, newspaper articles, media, etc. – must be cited in Chicago

[author-date style](#) and include a bibliography. Use [Zotero](#) to generate your citations. Additional details about each assignment and rubrics will be provided to you later in the term.

GRADING
You will receive numerical grades on all work. Your final grade will be calculated based on these numbers according to the weights listed below.

- ⟹ Critical Reading
    - o Reading Notebook: 20%
- ⟹ Research and Analysis
    - o Project Proposal: 10%
    - o Project Report: 20%
    - o Project Revision: 30%
- ⟹ In-Class Participation: 10%

The correspondence between numerical and letter grades is as follows:

97-100 = A+	94-96 = A	90-93 = A-	87-89 = B+	84-86 = B	80-83 = B-	77-79 = C+
76-74 = C	70-73 = C-	65-69 = D	Below 65 = F			

You should also email me a song about transparency with a 1-2 sentence justification and the subject line "Class Playlist" to add to the [class Spotify playlist](#) for as extra credit for your in-class participation grade (ex. B+ to A-).

CLASS POLICIES

MUTUAL RESPECT
I expect students to treat myself and one another with dignity and respect in both verbal and written communication. This includes properly addressing me (as Prof. Meehan) and [writing emails in a professional manner](#). Both your time and my time are valuable. I will respond to all emails within 24 hours Monday-Friday and within 48 hours on the weekends (i.e., If you send an email on Friday afternoon, do not expect a response until Sunday afternoon). I am also happy to generally discuss your grade or standing in the class at any time, but I encourage you to initiate these conversations sooner, rather than later, so our conversation can have the most impact. Overall, communicating your needs sooner rather than later helps me to support you.

MISSING CLASS, LATE WORK, AND ACCOMODATIONS
Because this is a seminar format prioritizing discussion as the mode of learning, attending class is vital. It will help you gain more out of the course materials and to produce more effective synthesis and analysis in your final projects. If you need to miss class, make sure you send in your reading notebook entries for that day so I can provide you feedback on the week's material. Students can miss two classes, no questions asked. Students who miss more than 2 classes will lose 1/3 letter in their participation grade for each class missed after that. Let me know if you have circumstances that mean you will need to miss more than 2 classes.

If you know you will not be able to make the deadline for a project assignment, email me and let me know when you will be able to have it in. Assignments for this class are not worth losing sleep over or stressing your mental/physical health. If you are struggling to make progress on the course assignments or to improve your writing, make an office hours appointment to help me to help you succeed.

If you are (acutely, as opposed to chronically) sick, do not come to class. You do not need to give me a detailed list of your symptoms to "justify" your absence. I believe you. Noncommunicable conditions, like injuries, flareups of chronic illness and/or mental illness, and sensory overloads are also very good reasons not to come to class, as are major upheavals in your life, such as the death or serious illness of someone close to you. Since you know

what your body and mind can handle far better than I ever could, I leave it to your discretion as to where your threshold for "unable to attend class" is. But within that discretion, I encourage you to be compassionate to yourself. I only ask, as ever, that you open communication with me so I know how best to help you. **In short: DO NOT infect your fellow students. DO take your own symptoms seriously.** (*adapted from Rebecca J. Epstein-Levi*)

I want to make sure you learn everything you were hoping to learn from this class! I will make every effort to make whatever specific accommodations you need to succeed in this class. When you ask for an accommodation, you *never* owe me personal information about your health (mental or physical). If I can't help you, I usually know someone who can. ***You do not have to suffer in silence.*** Talk to me – I will work with you. I promise.

BLACKBOARD
In addition to the readings, you will find other useful information on Blackboard, such as a copy of the syllabus, information about assignments, and your grades. I also will post tables, graphs, or maps shown, as well as the content we create together during class. To access Blackboard, you must have a school e-mail account and be registered for this course. You may have trouble accessing the articles posted on Blackboard if you are not using a university-networked computer. In that instance, you should download articles on a university-networked computer and print or save them to read at home.

TECHNOLOGY AND ONLINE COURSEWORK
Laptop computers, tablets, and related devices are allowed during class discussion. I find it helpful to put my device on airplane mode since it helps me to focus. You are always welcome to take notes by hand and bring in hard copies of the readings.

If classes switch to being held online, I will work with you to determine how the class will continue to meet synchronously. The default will be to hold one section at the regular meeting time to facilitate discussion. These sessions will be recorded so students who cannot make class can view them asynchronously. Students will also be able to recommend alternative meeting times and changes to the class syllabus at this time for consideration.

You will need a laptop, tablet, or cell phone with a student Zoom account and a working microphone to participate in online class discussions (contact student support for assistance - online.gwu.edu/student-support). Ideally, you will also have access to Google Docs during class. Students will not be required to turn on their video during class if we move to remote coursework. We will use a combination of polls, chat, and hand raising on Zoom to ask questions and share comments as a group. I will moderate and guide the discussion.

UNIVERSITY POLICIES
ACADEMIC INTEGRITY
Academic integrity is an essential part of the educational process, and all members of the GW community take these matters very seriously. As the instructor of record for this course, my role is to provide clear expectations and uphold them in all assessments. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and otherwise violate the Code of Academic Integrity. If you have any questions about whether particular academic practices or resources are permitted, you should ask me for clarification. If you are reported for an academic integrity violation, you should contact the Office of Student Rights and Responsibilities (SRR) to learn more about your rights and options in the process. Consequences can range from failure of assignment to expulsion from the university and may include a transcript notation. For more information, please refer to the SRR website (https://studentconduct.gwu.edu/academic-integrity), email rights@gwu.edu, or call 202-994-6757.

USE OF ELECTRONIC MATERIALS AND CLASS RECORDINGS
Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions

should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact Disability Support Services at disabilitysupport.gwu.edu if you have questions or need assistance in accessing electronic course materials.

RELIGIOUS HOLIDAYS
Students must notify faculty during the first week of the semester in which they are enrolled in the course, or as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls within the first three weeks of class, the student must inform faculty in the first week of the semester. For details and policy, see "Religious Holidays" at provost.gwu.edu/policies-procedures-and-guidelines.

WRITING CENTER
GW's Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online at gwu.mywconline.

ACADEMIC COMMONS
Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, access other academic support resources, or obtain assistance at academiccommons.gwu.edu.

SUPPORT FOR STUDENTS WITH DISABILITIES (202-994-8250)
Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services at disabilitysupport.gwu.edu to establish eligibility and to coordinate reasonable accommodations.

COUNSELING AND PSYCHOLOGICAL SERVICES (202-994-5300)
GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. healthcenter.gwu.edu/counseling-and-psychological-services.

EMERGENCIES DURING CLASS
⇒ In an emergency: call GWPD 202-994-6111 or 911
⇒ Monitor GW Alerts and Campus Advisories to Stay Informed before and during an emergency event or situation
⇒ For situation-specific actions: refer to GW's Emergency Response Handbook and Emergency Operations Plan
⇒ In an active violence situation: Run. Hide. Fight.

Week One – Introduction [39 pages]
- *Tuesday: Introduction & How to Read Social Science Articles*
- *Thursday: What is transparency?*
  - Florini, Ann. "Introduction: The battle over transparency." *The right to know: Transparency for an open world* (2007): 1-16.
  - Fox, Jonathan. "The uncertain relationship between transparency and accountability." *Development in practice* 17, no. 4-5 (2007): 663-671.
  - Roelofs, Portia. "Transparency and mistrust: Who or what should be made transparent?" *Governance* 32, no. 3 (2019): 565-580.

Week Two – Defining Transparency [52 pages]
- *Tuesday: Social Science Methods – Concepts and Definitions*
- *Thursday: Can there be one definition of transparency?*
  - Hood, Christopher. "What happens when transparency meets blame-avoidance?" *Public Management Review* 9, no. 2 (2007): 191-210.
  - Ball, Carolyn. "What is transparency?" *Public Integrity* 11, no. 4 (2009): 293-308.
  - Birchall, Clare. "Introduction to 'Secrecy and Transparency' The Politics of Opacity and Openness." *Theory, Culture & Society* 28, no. 7-8 (2011): 7-25.

Week Three – Measuring Transparency [66 pages]
- *Tuesday: Social Science Methods – Measurement*
- *Thursday: How do we know transparency when we see it, and how do we measure it?*
  - Hollyer, James R., B. Peter Rosendorff, and James Raymond Vreeland. "Measuring transparency." *Political Analysis* 22, no. 4 (2014): 413-434.
  - Bauhr, Monika, and Marcia Grimes. "Transparency to curb corruption? Concepts, measures and empirical merit." *Crime, Law and Social Change* 68, no. 4 (2017): 431-458.
  - Schleifer, Philip, Matteo Fiorini, and Graeme Auld. "Transparency in transnational governance: The determinants of information disclosure of voluntary sustainability programs." *Regulation & Governance* 13, no. 4 (2019): 488-506.

PART II – HOW DOES TRANSPARENCY IMPACT SOCIETY?

Week Four – Freedom of Information [55 pages]
- *Tuesday: What causes countries to pass FOI laws, and are they effective?*
  - Calland, Richard, and Kristina Bentley. "The impact and effectiveness of transparency and accountability initiatives: Freedom of information." *Development Policy Review* 31 (2013): 69-87.
  - Berliner, Daniel. "The political origins of transparency." *The Journal of Politics* 76, no. 2 (2014): 479-491.
  - Schnell, Sabina. "Cheap talk or incredible commitment? (Mis)calculating transparency and anti-corruption." *Governance* 31, no. 3 (2018): 415-430.
  - Grimmelikhuijsen, S., P. John, A. Meijer, and Benjamin Worthy. "Do freedom of information laws increase transparency of government? A replication of a field experiment." *Journal of Behavioral Public Administration* 1 (2018): 1-10.
- *Thursday: Discussion of FOI & How to File*
  - *Documentary – [Freedom of Information Act: An Introduction to Public Records](#)*

Week Five – Campaign Finance [63 pages] (SUBMIT PROJECT PROPOSAL)
- *Tuesday: What are the causes and effects of campaign finance transparency?*

- La Raja, Raymond J. "Political participation and civic courage: the negative effect of transparency on making small campaign contributions." *Political Behavior* 36, no. 4 (2014): 753-776.
  - Wood, Abby K., and Douglas M. Spencer. "In the Shadows of Sunlight: The Effects of Transparency on State Political Campaigns." *Election Law Journal* 15, no. 4 (2016): 302-329.
  - Jorgensen, Paul D., Geoboo Song, and Michael D. Jones. "Public support for campaign finance reform: The role of policy narratives, cultural predispositions, and political knowledge in collective policy preference formation." *Social Science Quarterly* 99, no. 1 (2018): 216-230.
- *Thursday: Documentary Discussion*
  - *PBS –* *Big Sky, Big Money*

Week Six – Aid and Economic Development [75 pages]
- *Tuesday: How does transparency influence economic development outcomes?*
  - Honig, Dan, and Catherine Weaver. "A race to the top? The aid transparency index and the social power of global performance indicators." *International Organization* 73, no. 3 (2019): 579-610.
  - Jensen, Nathan M., and Calvin Thrall. "Who's Afraid of Sunlight? Explaining Opposition to Transparency in Economic Development." *Business and Politics* 23, no. 4 (2021): 474-491.
  - Cuadrado-Ballesteros, Beatriz, and Marco Bisogno. "The relevance of budget transparency for development." *International Review of Administrative Sciences* (2021):1-18.
- *Thursday: Podcast*
  - *Gimlet –* *Negative Mount Pleasant*

Week Seven – Whistleblowing [65 pages]
- *Tuesday: Why do some people decide to whistle blow, and when are they effective?*
  - Smith, Rodney. "The role of whistle-blowing in governing well: Evidence from the Australian public sector." *The American Review of Public Administration* 40, no. 6 (2010): 704-721.
  - Apaza, Carmen R., and Yongjin Chang. "What makes whistleblowing effective: Whistleblowing in Peru and South Korea." *Public Integrity* 13, no. 2 (2011): 113-130.
  - Lavena, Cecilia Florencia. "Whistle-blowing: Individual and organizational determinants of the decision to report wrongdoing in the federal government." *The American Review of Public Administration* 46, no. 1 (2016): 113-136.
  - Ghaffary, Shirin. "Big Tech's Employees Are One of the Biggest Checks on Its Power." Vox, December 29, 2021. https://www.vox.com/recode/22848750/whistleblower-facebook-google-apple-employees
- *Thursday: Film*
  - *Documentary - CitizenFour*

Week Eight – Taxation [47 pages]
- *Tuesday: What cause tax transparency initiatives to pass, and did they work?*
  - Eccleston, Richard, and Richard Woodward. "Pathologies in international policy transfer: The case of the OECD tax transparency initiative." *Journal of Comparative Policy Analysis: Research and Practice* 16, no. 3 (2014): 216-229.
  - Seabrooke, Leonard, and Duncan Wigan. "Powering ideas through expertise: professionals in global tax battles." *Journal of European Public Policy* 23, no 3. (2016): 357-374.
  - Johannesen, Niels, and Dan Thor Larsen. "The power of financial transparency: An event study of country-by-country reporting standards." *Economics Letters* 145 (2016): 120-122.
  - Lips, Wouter. "Great powers in global tax governance: A comparison of the US role in the CRS and BEPS." *Globalizations* 16, no. 1 (2019): 104-119.
- *Thursday: Film Discussion*
  - *Netflix –* *The Laundromat*

Week Nine – Government Data and Statistics [48 pages]
- *Tuesday: NO CLASS – FALL BREAK*
- *Thursday: Is access to government data a good measure of transparency?*
    - Hollyer, James R., B. Peter Rosendorff, and James Raymond Vreeland. "Transparency, protest, and autocratic instability." *American Political Science Review* 109, no. 4 (2015): 764-784.
    - Piotrowski, Suzanne J. "The 'Open Government Reform' Movement: The Case of the Open Government Partnership and U.S. Transparency Policies." *The American Review of Public Administration* 47, no. 2 (2017): 155–71.
    - Michener, Gregory. "Are Governments Complying with Transparency? Compiled Findings from 15 Years of Evaluation." *Government Information Quarterly,* (2020): 1-12.
- *Thursday: Podcast Discussion*
    - *NPR - Painting By Numbers*

Week Ten – Supply Chains and Labor Rights [58 pages]
- *Tuesday: When do companies increase transparency in their supply chains and labor practices?*
    - Doorey, David J. "The transparent supply chain: From resistance to implementation at Nike and Levi-Strauss." *Journal of Business Ethics* 103, no. 4 (2011): 587-603.
    - Gardner, Toby A., Magnus Benzie, Jan Börner, Elena Dawkins, Stephen Fick, Rachael Garrett, Javier Godar et al. "Transparency and sustainability in global commodity supply chains." *World Development* 121 (2019): 163-177.
    - Aaronson, Susan Ariel, and Ethan Wham. "Can transparency in supply chains advance labor rights? Mapping of existing efforts." *Institute for International Economic Policy Working Paper Series, Elliott School of International Affairs.* (2016).
    - Koekkoek, Marieke, Axel Marx, and Jan Wouters. "Monitoring forced labour and slavery in global supply chains: The case of the California Act on transparency in supply chains." *Global Policy* 8, no. 4 (2017): 522-529.
- *Thursday: Podcast Discussion*
    - *Business of Fashion – Fashion's Data Problem*

Week Eleven – The Environment [58 pages]
- *Tuesday: Can environmental transparency lead to improved outcomes?*
    - Mason, Michael. "Transparency for whom? Information disclosure and power in global environmental governance." *Global Environmental Politics* 8, no. 2 (2008): 8-13.
    - Bauhr, Monika, and Naghmeh Nasiritousi. "Resisting transparency: Corruption, legitimacy, and the quality of global environmental policies." *Global Environmental Politics* 12, no. 4 (2012): 9-29.
    - Tan, Yeling. "Transparency without Democracy: The Unexpected Effects of China's Environmental Disclosure Policy." *Governance* 27, no. 1 (2014): 37-62.
    - Gupta, Aarti, and Michael Mason. "Disclosing or obscuring? The politics of transparency in global climate governance." *Current Opinion in Environmental Sustainability* 18 (2016): 82-90.
- *Thursday: Podcast Discussion*
    - *IFC – Seeking Transparency in the Unburnable*

Week Twelve – Philanthropy [40 pages] (SUBMIT PROJECT)
- *Tuesday: Why are philanthropic organizations less transparent than other kinds of organizations?*
    - Rey-Garcia, Marta, Javier Martin-Cavanna, and Luis Ignacio Alvarez-Gonzalez. "Assessing and advancing foundation transparency: Corporate foundations as a case study." *The Foundation Review* 4, no. 3 (2012):77-89.
    - Qian, Cuili, Xinzi Gao, and Albert Tsang. "Corporate philanthropy, ownership type, and financial transparency." *Journal of Business Ethics* 130, no. 4 (2015): 851-867.

- o Douglas Beets, S., and Mary G. Beets. "An absence of transparency: The charitable and political contributions of US Corporations." *Journal of business ethics* 155, no. 4 (2019): 1101-1113.
- *Thursday: Podcast Discussion*
  - o *Wider Sense – [Foundation Transparency](#)*

Week Thirteen – Algorithms, Artificial Intelligence, and Machine Learning [39 pages]
- *Tuesday: How can algorithms be made more transparent, and will transparency work?*
  - o Hosanagar, Kartik and Vivian Jair. "We Need Transparency in Algorithms, But Too Much Can Backfire." *Harvard Business Review.* July 25, 2018.
  - o Boscoe, Bernadette. "Creating transparency in algorithmic processes." *Delphi* 2 (2019): 12-22.
  - o de Fine Licht, Karl, and Jenny de Fine Licht. "Artificial intelligence, transparency, and public decision-making." *AI & society* 35, no. 4 (2020): 917-926.
  - o Bhatt, Umang, Javier Antorán, Yunfeng Zhang, Q. Vera Liao, Prasanna Sattigeri, Riccardo Fogliato, Gabrielle Melançon et al. "Uncertainty as a form of transparency: Measuring, communicating, and using uncertainty." In Proceedings of the 2021 AAAI/ACM Conference on AI, Ethics, and Society, pp. 401-413.
- *Tuesday: Documentary Discussion*
  - o *Netflix – [The Great Hack](#)*
- *Thursday – NO CLASS, THANKSGIVING*

PART III – IS SUNLIGHT IS THE BEST DISINFECTANT?

Week Fourteen – The Future of Transparency [39 pages]
- *Tuesday: What do we know about transparency, and what do we still not know?*
  - o Kosack, Stephen, and Archon Fung. "Does transparency improve governance?" *Annual Review of Political Science* 17 (2014): 65-87.
  - o Cucciniello, Maria, Gregory A. Porumbescu, and Stephan Grimmelikhuijsen. "25 years of transparency research: Evidence and future directions." *Public Administration Review* 77, no. 1 (2017): 32-44.
  - o Pozen, David E. "Seeing Transparency More Clearly." *Public Administration Review* 80, no. 2 (2020): 326-331.
- *Thursday: Lightning Paper Presentations*

*** REVISED PROJECTS DUE BY THE WEDNESDAY, DECEMBER 14TH***