Course Description. This course will examine equity implications of government policies. Topics will include evolving definition of terms such as race, ethnicity, and gender, and an analysis of government policy and programmatic actions that both create, and are meant to redress, inequities. Guest speakers will provide professional expertise and real-life experiences.

Student Learning Outcome. Students will be able to communicate with, and interact with, a diverse and changing workforce and society.

Course Objectives. The objectives of this course are for students to understand: a) controversial terms such as racism, misogyny, and color/gender blindness; b) the difference between equality and equity and why the difference matters in public policy; c) why equity definitions/indicators/measures are important in the public policy process; d) how governments in the US are trying to advance social equity.

Assignments and Grading

1. Class power point presentation on a selected social equity issue based on videos and readings for the issue and overall topic of social equity (10%).

2. Class participation (10%).

3. Two (2) 3-page papers (40% of grade -20% for each paper) related to your particular social equity issue.

4. First draft of 6-8 page professional memo (15% of grade). Drafts will receive comments from Professor that should be addressed in final version of paper.

5. Final draft of memo (25% of grade).

Text: Guy, Mary E. & Sean A. McCandless (2020). Achieving Social Equity: From Problems to Solutions. Irvine: Melvin & Leigh, Publishers (referred to as Guy and McCandless in readings). Other course readings are accessible through Canvas and/or the Internet.

Communication: Rutgers email accounts are the main means of communication for this class. If you prefer to use another email, please discuss with Professor after first class or via email.
For Individuals Experiencing Disability: The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course, students must both provide the LOA to and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at ods.newark.rutgers.edu, or contact ODS at (973) 353-5375 or via email ods@newark.rutgers.edu

Course Schedule

Week 1: January 17. Introduction to Course

Overview: Discussion of course objectives and of (1) racial, ethnic and gender dimensions of public policies; and (2) the concept of social equity in Public Administration. Students will take self-administered surveys that measures implicit attitudes and beliefs regarding race, gender and skin-tones. We will discuss potential issues related to the surveys and how survey results may be useful in setting a context for course. Surveys can be found at https://app-prod-03.imPLICIT.harvard.edu/implicit/takeatest.html.

Week 2: January 24. Equality, Equity and Social Equity

Overview: Discussion of social equity as the fourth pillar of public administration. Defining equality and equity and discussion of why it is important to differentiate between the two concepts. Discussion of constitutional and philosophical basis for social equity and why it is vital in the pursuit of public policy.

Learning objectives: (1) to understand history of social equity as one of the four pillars of public administration; (2) to understand why we have to differentiate between equity and equality.

Readings

- Guy and McCandless, Chapter 1, “The Social Equity Imperative.”
Week 3: January 31. Defining Race, Ethnicity and Gender

**Overview:** Defining race, ethnicity and gender, complex terms that underlie an understanding of how public policies can have differential impacts across demographic groups.

Learning objectives: (1) to understand definitions of race, ethnicity and gender (2) to understand the importance of these definitions in public policy

**Readings**

**Discussion videos**
- Gender https://www.google.com/search?client=firefox-b-1-d&q=youtubedefinitionsofgender#kpvalbx=_Zd9pY5GHEPOt5NoP3fuK2AQ_27
- Race https://www.youtube.com/watch?v=CqV3CK6QfcU

Week 4: February 7. Assessing Social Equity

**Overview:** Discussion of the need to assess social equity actions and programs of government, the importance of this assessment and challenges faced.

Learning objectives: (1) to understand approaches to assessing government actions and programs; (2) to identify challenges to assessment of social equity.

**Readings**
Week 5: February 14. Assessing Social Equity (cont’d)

**Overview:** Discussion of assessment of social equity initiatives at different levels of government.

Learning objectives: (1) to understand why it is important to assess equity actions and programs at different levels of government; (2) to understand challenges to this assessment.

First essay due. “Defining Social Equity.”

**Readings**
- PolicyLink and the USC Equity Research Institute (ERI). *National equity analysis.* https://nationalequityatlas.org/indicators

Week 6: February 21. Performance Measurement and Social Equity

**Overview:** Discussion of measuring government performance, with a particular focus on the measurement of social equity.

Learning Objectives: (1) to understand different types of performance measures; (2) to understand challenges in measuring social equity.

**Readings**

**Discussion Video**   https://www.youtube.com/watch?v=IA-k8PjFY4E

Week 7: February 28. Social Equity and Law Enforcement

**Overview:** Discussion of inequities in policing and the role that government policies, processes and institutions play in these inequities.

Learning Objectives: (1) to understand the external and internal factors that explain inequities in law enforcement; (2) to understand history of social inequities in law enforcement.
Readings

- Headley, Andrea M. (2020). “Race, Ethnicity, and Social Equity in Policing.” Chapter 7 in Guy and McCandless

Discussion Video

https://www.youtube.com/watch?v=7MC9Y1CQrVo

Week 8: March 7. Social Equity and Education

Overview: Discussion of the critical role education plays in achieving social equity and of the history of inequities in education in the US.

Learning Objectives: (1) to understand equity in education and why it matters; (2) to understand the history of inequities in education.

Readings


Discussion Video

https://www.youtube.com/watch?v=qZUsjh1RFnw

March 14 – Spring Break – no class

Week 9: March 21. Social Equity and Environmental Justice

Overview: Discussion of inequities in environmental issues with a focus on Native Americans. Examination of environmental protection programs administered by the US Environmental Protection Agency (EPA) in Indian country.
Learning objectives: (1) to understand the term “Indian country” and how it defines the scope of a unique public policy ecosystem; (2) to understand how EPA defines the term “environmental justice,” how the agency works to advance environmental justice in Indian country through environmental program implementation and the challenges faced in implementing these programs.

**Readings**

- US Environmental Protection Agency (2022). *Equity Action Plan*  

**Discussion Video**

Institute for Tribal Environmental Professionals (August 2022). “Advancing Environmental Justice and Equity in Indian Country through EPA Direct Implementation” (training video from the August 2022 Tribal Lands and Environment Forum, Milwaukee, WI)

Second essay due. “Measuring Social Equity.”

**Week 10: March 28. Social Equity and Transportation**

**Overview:** Discussion of transportation’s role in social equity and of the history of inequities in transportation in the US.

Learning objectives: (1) to understand the impact of transportation across all sectors of the economy; (2) to understand equity issues in transportation.

**Readings**

- Larson, Samantha June (2020). “How Transit Matters for Social Equity.” Chapter 8 in *Guy and McCandless*

**Discussion Video**

https://m.youtube.com/watch?v=soJOTIkSI_U
Week 11: April 4. Institutional and Structural Racism

Overview: Discussion of intervention strategies for dismantling racist structures and institutions.

Learning objectives: (1) to understand strategies that have been implemented in the US to end institutional and structural racism; (2) to understand political and other challenges to implementing these strategies.

Readings


Week 12: April 11. Federal Government Initiatives to Redress Inequities

Discussion of President Biden’s executive orders to advance equity in the federal government’s policies and programs and of how to score federal legislation for equity.

Learning Objectives: (1) to understand how federal government policies impact social equity; (2) to understand scoring of federal legislation for equity.

Readings


Week 13: April 18. Local Government Initiatives to Advance Social Equity

Discussion of US local governments efforts to advance social equity.
Learning objectives: (1) to understand the historical context for inequities at the local government level; (2) to understand how local governments are working to achieve social equity;

**Readings**

**Draft of professional memo due**

**Week 14. April 25: Government Budgets and Equity**

**Overview:** Discussion of the government budget as a statement of its priorities and as the key instrument for making and changing policies to address social equity.

Learning objectives: (1) to understand how equity can be incorporated into each phase of the budget process; (2) to understand how government budgets impact equity.

**Readings.**
  https://www.nationalcivicleague.org/ncr-article/the-basics-of-equity-in-budgeting/

**Week 15. May 2.** Student presentations of term papers.