Social Equity and Public Administration
Fall 2020

Faculty
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Office Hours: By Appointment
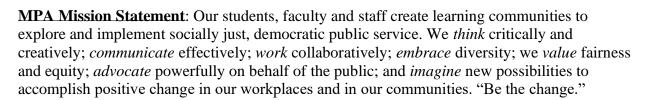*Appointments can be in person, over the phone or online via Zoom

Dates
Friday, 11/06
Saturday, 11/07
Sunday, 11/08

Synchronous Zoom Times
Friday, 5pm-8pm
Saturday, 9am-12pm
Sunday, 9am-12pm

Asynchronous Time
2 Recorded lectures with accompanying discussion posts

MPA Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. "Be the change."

Course Description: This course covers the fourth pillar of public administration: social equity. Compared to the three other pillars of public administration (efficiency, economy and effectiveness), social equity is often perceived as an afterthought in the study and practice of public administration. This course will cover the contested beginnings of social equity as a concept in public administration through its current forms as a neglected, yet present, pillar. It will also critically analyze the various ways in which social equity has been operationalized in practice.
To successfully participate in this course students should have access to reliable internet and the ability to connect to zoom and canvas. Students should expect to participate in a total of 9 hours in synchronous meetings using zoom. Students will have access to alternatives to synchronous (in person or remote) participation if conditions require.

Course Equivalencies for Evaluation:
2 credits Public Administration

Learning Objectives
1. Define and understand the concept of social equity
2. Analyze the strengths and weaknesses of social equity as a concept and in practice

Skill Objectives
1. Improve analytical and formal writing skills
2. Learn and/or improve ability to write a formal policy brief
3. Practice critical thinking skills
4. Practice presentation skills

Required Textbook

Guy, M. & McCandless, S. Ed. (2020). A*chieving social equity: from problems to solutions*. Melvin &Leigh, Publishers.

You can purchase it through the Evergreen bookstore.

All required readings are either in *Achieving Social Equity: From Problems To Solutions* or posted on Canvas.

The acronyms used in the list of assigned readings are:

ASE: Achieving Social Equity: From Problems To Solutions

November 6th

Session 1: A Contested Pillar, 5pm-8pm

- ASE, Chp 1 and Chp 13
- Codeswitch Podcast: Puerto Rico, Island Of Racial Harmony?

November 7th

Session 2: Neoliberalism and the Economy, 9:00-12:00

- Soss, J., Fording, R. C., & Schram, S. F. (2011). *Disciplining the poor: Neoliberal paternalism and the persistent power of race*. University of Chicago Press. (Chp 2)
- Planet Money Podcast: Episode 991: Lives Vs. The Economy

November 8th

Session 3: Social Equity and Demographics, 9:00-12:00

- ASE, Chp 2-5, Chp 7 and Chp 10

Asynchronous

<u>Session 4: Administrative Burdens</u>

- Moynihan, D., Herd, P., & Harvey, H. (2014). Administrative burden: Learning, psychological, and compliance costs in citizen-state interactions. *Journal of Public Administration Research and Theory*, *25*(1), 43-69.
- Embedded Podcast: The Hearing

<u>Session 5: Achieving Social Equity in Policy Domains and Administrative Structures</u>

- ASE, Chp 6, Chp 8-9, Chp 11-12

<u>Assignments</u>

Discussion Board Post
Prompts: Prompts for the discussion board will be posted 11/06 at 5pm
Posts: You are required to post at least THREE times per asynchronous lecture. The first post is a response to the prompt. The second and third posts are in reply to at least two classmate's responses. To recap, your first post = reply to the prompt, your second and third posts = reply to classmate).
Instructions: Each post must be at least 250 words. The purpose of these posts is to demonstrate that you have done the reading, that you are critically thinking about the content and that you are attempting to engage in a constructive discussion with your classmates. Your post must advance the discussion or pose new issues for the group to consider. You are, of course, permitted (and encouraged) to submit additional posts (which may be shorter) in addition to the two required each week.

OP-ED

Purpose: Op-eds allow professionals to communicate to a broader audience, with the intention of making a strong claim or suggestion. While they are commonly published in newspapers and online sources, they have the added benefit of reaching your stakeholders, such as policy makers, by directing attention to issue important to you.

Instructions: Write an op-ed piece for submission to The Olympian, or The Tacoma News Tribune, or another local newspaper of your choosing. The topic should be any issue related to the topic of social equity. To be effective, this should be an issue that is local, timely, and of interest to the community.

Key Skills: Persuasive writing for a general audience, very concise and targeted writing, make connections between personal view and potential community need.

Resources: Consult How to Write An Op-Ed for guidance on how to write an effective op-ed.

Policy Memo
Purpose: The ability to write a strong and concise policy memo is one of the most important skills for practitioners in all fields. Instead of describing and analyzing the readings, you are using the readings to make a recommendation to a decision maker. This assignment is intended to both increase facility with this critical writing skill and connect theory to applied practice.

Instructions: Your assignment is to write a policy memo on the same topic as your Op-Ed, connecting class readings to a real-world social equity dilemma. Write a one page targeted policy memo to a specific decisionmaker identifying the problem and providing a recommendation. Use a memo style heading and include an executive summary of 3 sentences maximum. For guidance on policy memo writing, review the USC Libraries Research Guides.

Key Skills: Distill complex concepts into concise logical and persuasive statements; practice concise and targeted writing; demonstrate ability to problem-solve and think critically.

Course Policies

COVID-19 Considerations: With the continuation of online instruction and quarantine orders, faculty will respond on an individual basis to concerns resulting from our new environment. Please reach out with any concerns and accommodations, if possible, will be made.

To participate in class students will need a semi-stable internet connection. All films will be screened via Zoom and/or be available for purchase through Amazon Prime video. All readings will be posted on Canvas. Lectures will be delivered synchronously, "live", through Zoom, and three recorded lectures will be posted with discussion prompts during Week s 4, 5 and 9.

Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing & Grammar Guide http://owl.english.purdue.edu/] All written work will be of high quality, grammatically correct, clear and without spelling errors.

Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant. You can contact our graduate programs writing support at: EvergreenWritingAssistant@gmail.com. Additional writing resources can be accessed through the campus Writing Center: https://www.evergreen.edu/writingcenter/resources

Participation & Attendance: Students are required to attend each Zoom class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After a Zoom absence, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: If there is an unavoidable need to turn in an assignment late, the student should contact me via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 4 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance.

Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information.

Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and faculty evaluation are required. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class.

Holidays for Reasons of Faith or Conscience: Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at: https://www.evergreen.edu/policy/religious-observance.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate behaviors in a learning community. I reserve the right to ask for no technology in the classroom if it becomes a distraction. **Also, please shut your laptops when we have guest speakers.**

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

Permission to Record Lecture, Workshop and Other Similar Discussion:

If a participant in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of *Reasonable Accommodations*, then this participant would need written permission, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

The procedure to resolve conflict is outlined in the MPA Student Handbook: https://www.evergreen.edu/mpa/studenthandbook/conflictresolution

Included on this page is the Evergreen State College Conflict Resolution Process Matrix.

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code](#) (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them https://evergreen.edu/emergencyresponse

Communicating: Email, Canvas and Zoom are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.