

Social Equity and the Public Sector

UPA 680 / PADM 663 / PLAN 680

Spring 2022

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“During the past thirty years, as social equity has grown in importance in public administration, there is an irony: Americans have become less equal in virtually all aspects of social, economic, and political life.”

–Professor George Frederickson

Master of Public Administration (MPA) OVERARCHING OBJECTIVES

The Network of Schools of Public Policy, Affairs and Administration (NASPAA) is the national accrediting body for MPA programs. As an accredited program, we have to demonstrate that our MPA graduates have five universal competencies identified by NASPAA. They are:

- **Lead and manage in public governance;**
- Participate in and contribute to the public policy process;
- **Analyze, synthesize, think creatively, solve problems, and make decisions;**
- Articulate and apply public service perspectives; and
- **Communicate and interact productively with a diverse and changing workforce and citizenry**

The courses that comprise your MPA program support these competencies. Some courses are more directly linked to the competency. This course supports most of the objectives with a special attention to those highlighted above.

Public administration professors are also committed to supporting other universal competencies even as we identify the primary one for our course. We will talk about relationships with elected officials in the policy making process, identify big issues and best practices in the field, keep our public service perspective paramount as we engage problems and think about leadership style for management of staff and citizen engagement in governance. All these topics support the universal competencies that make us public administrators and distinguish our training from other programs.

UofL MPA MISSION

The MPA program is a dynamic, collaborative interdisciplinary degree program committed to preparing students for career success in the public and nonprofit sectors. The program content reflects the urban/metropolitan setting of the University as well as the focus of the Department of Urban and Public Affairs. We are committed to:

- Providing our pre-service and in-service students with a flexible program of study that emphasizes critical thinking, evidence-based problem solving and engaged service learning.
- Encouraging diversity and inclusiveness in the curriculum, in the classroom and by engaging with the community we serve.
- Advancing scholarship, competence and professionalism in program and public service activities.

COURSE OBJECTIVES

This course provides a comprehensive review of social equity in American Public Administration. It examines the values by which social equity are grounded and developed including, but not limited to justice, fairness and equality.

Throughout this course, students will:

- Evaluate the origin and essential components of the philosophical theories that govern American democracy.
- Review and critique the unique intricacies and nuances associated with public sector values.
- Analyze public administration literature/theory and its efforts to promote/discredit a social equity ethos throughout the public sector.

AVAILABILITY

I am typically on campus most days after 10am and have an open-door policy. In addition, I am available after class meetings. Email is my preferred method of communication; I am online much of the time from 10 a.m. – 6 p.m. M – F. I try to reserve weekends for my personal time. If these times are not convenient for you, please let me know and I will be happy to accommodate your schedule if at all possible. If your question or concern warrants an immediate response, please do not hesitate to contact me via my cell phone at (601) 316-3509. I prefer you text me first to let me know who you are and the nature of your concern. I provide you with these times to make it easier to communicate with me, not to limit our contact.

In the event a third party needs to contact me, please direct them to my contact information listed under "Instructor Information" button in Blackboard (Bb). No third party should use your login credentials to gain access to the online classroom or call my personal cell phone.

I will respond to your inquiry within 24 hours of receipt except on weekends and holidays when it may be 48 hours. If I do not respond in that time frame, know that I probably did not receive your message.

ACADEMIC HONESTY:

Academic dishonesty of any kind will **NOT** be tolerated! Please understand that plagiarism is intentionally or carelessly using someone else's ideas or words **WITHOUT USING CORRECT CITATION** that gives credit to the author. Plagiarism on any assignment constitutes academic misconduct.

STUDENT EXPECTATIONS

- Read all textbook chapters and other assigned readings *before* the scheduled class
- Participate actively in discussions and ask clarifying questions
- Prepare and submit all written assignments on time
- Edit all written submissions for clarity, flow, grammar, punctuation, and spelling
- Include complete APA style citation for all written assignments (papers and exams)
- Submit all take-home, written assignments via blackboard

REQUIRED REFERENCE:

All written assignments must follow American Psychological Association (APA) style. Each APA citation has two parts, the in-text citation and the reference sheet entry. You must have both an in-text citation and a reference sheet entry for EVERY outside source you use. This link includes detailed information regarding APA compliance.

http://owl.english.purdue.edu/handouts/research/r_apa.html

REQUIRED TEXTS:

- 1) **Justice: What's the Right Thing to Do**** by Michael J. Sandel
a. ISBN: (978-0-374-53250-5)
- 2) **Race and Social Equity: A Nervous Area of Government** by Susan T. Gooden
a. ISBN: (978-0-765-63719-2)
- 3) **Tears We Cannot Stop: A Sermon to White America**** by Michael Eric Dyson
a. ISBN: (978-1-250-13599-5)

(PhD Students Only)

- 4) **Racist America: Roots, Current Realities, and Future Reparations 2nd Edition** by Joe R. Feagin
a. ISBN: (978-0-415-99207-7)

** *also available as an audiobook*

SYLLABUS REVISIONS:

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

LATE ASSIGNMENTS POLICY:

Assignments should be submitted no later than the time due listed in the syllabus.

***** LATE ASSIGNMENTS WILL NOT BE ACCEPTED *****

Academic Calendar

Classes start	Jan. 10, 2022 (Mon)
Last day to drop/add	Jan. 14, 2022 (Fri)
Martin Luther King holiday	Jan. 17, 2022 (Mon)
Last day to withdraw	March 9, 2022 (Wed)
Spring Break	March 14-20, 2022 (Mon-Sun)
Last day of classes	Apr. 25, 2022 (Mon)
Reading day	Apr. 26, 2022 (Tues)
Final exams	Apr. 27-May 3, 2022 (Wed-Tues)
Commencement/degree date	May 14, 2022 (Sat)*

COURSE REQUIREMENTS

(MPA Students)

- 1. Class Participation – 20%**
 - Actively Participate in the (4) Book Club Class Meetings
 - Submitting your (3) questions/thoughts to consider by Sunday night prior to the book club meeting (200 + words).
 - https://doodle.com/poll/u33i5k4pkf47e36v?utm_source=poll&utm_medium=link
- 2. Welcome Week Activities – 15%**
 - Due Friday Jan 14th at 9:59pm
 - Complete the following welcome week requirements
 - Virtual Introductions = 10%
 - Syllabus Quiz = 5%
 - 2 IAT Test (link in Blackboard)
 - Doodle poll (be sure to include your availability for all 4 book club meetings)
- 3. Midterm Exam – 25%**
 - Due Sunday March 20th at 11:59pm
- 4. Final Exam – 40%**
 - Due Sunday May 1st at 11:59pm

5. Extra Credit

- a. Write a thought paper on the book & movie ‘Just Mercy: A Story of Justice and Redemption’ by Bryan Stevenson.
 - i. In addition to the guidelines, you must include a comparison/contrast of the book and the movie in your synthesis.
 - ii. Due: Sunday April 24th at 11:59pm

(PhD Students)

6. Class Participation – 30%

- a. Actively Participate in the (4) Book Club Class Meetings
 - i. Submitting your (5) questions/thoughts to consider by Sunday night prior to the book club meeting (roughly 400 – 500 words).
- b. Read all of the material plus the additional chapters listed in the syllabus
- c. https://doodle.com/poll/u33i5k4pkf47e36v?utm_source=poll&utm_medium=link

7. Welcome Week Activities – 5%

- a. Due Friday Jan 14th at 9:59pm
- b. Complete the following welcome week requirements
 - i. Virtual Introductions
 - ii. 4 IAT Test (link in Blackboard)
 - iii. Doodle poll (be sure to include your availability for all 4 book club meetings)

8. Midterm Exam – 25%

- a. Due Sunday March 20th at 11:59pm

9. Final Exam – 40%

- a. Due Sunday May 1st at 11:59pm

<table border="0"> <tr><td>Grade</td><td>Quality Point</td><td></td></tr> <tr><td>A</td><td>100 – 94</td><td>4.0</td></tr> <tr><td>A–</td><td>93 – 90</td><td>3.7</td></tr> <tr><td>B+</td><td>89 – 87</td><td>3.3</td></tr> <tr><td>B</td><td>86 – 84</td><td>3.0</td></tr> <tr><td>B–</td><td>83 – 80</td><td>2.7</td></tr> <tr><td>C</td><td>79 – 70</td><td>2.0</td></tr> <tr><td>F</td><td>69 – <</td><td>0</td></tr> <tr><td>W</td><td>0.0</td><td></td></tr> <tr><td>I</td><td>0.0</td><td></td></tr> <tr><td>X</td><td>0.0</td><td></td></tr> </table>	Grade	Quality Point		A	100 – 94	4.0	A–	93 – 90	3.7	B+	89 – 87	3.3	B	86 – 84	3.0	B–	83 – 80	2.7	C	79 – 70	2.0	F	69 – <	0	W	0.0		I	0.0		X	0.0		<p>"W" - means Withdrew and carries no quality points. No student may withdraw from any course after the published drop date. In exceptional cases, the unit dean may grant a student's request to withdraw from courses because of illness or conditions beyond the student's control. Poor performance is not a valid reason to grant an exception.</p> <p>"I" - means Work in Course Incomplete. If the work is not completed by the last day of classes of next term, regardless of whether the student is enrolled, the "I" automatically becomes an "F".</p> <p>"X" - means course work has not been finished because of the nature of the research or study involved, e.g., thesis or dissertation work. This grade is reserved for courses that by their nature extend beyond one semester. This grade may not be used for coursework that is confined to a semester but not completed by the student.</p>
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W	0.0																																	
I	0.0																																	
X	0.0																																	

Graduate students enroll in courses on a term basis. Graduate courses may not be extended beyond the enrollment term, except as noted for open-ended courses eligible for the "X" or deferred grade. An "I" grade does not extend the course, but rather extends the time a student has for completion of work assigned in the course. The "I" must be removed within one semester and the new grade assigned for the term in which the student was originally enrolled or the "I" is changed to an "F".

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111). Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a university-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

Sexual Harassment

The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems. Students and Instructors are protected from Sexual Harassment according to the Affirmative Action policy, the Student Code of Conduct, and the UofL Computer Account Usage Agreement.

Anyone experiencing Sexual Harassment should refer to the links above and/or contact the PEACC Program at 852.2663 and an advocate will explain your choices. This is a free and confidential service.

Statement on Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty and staff who reflect the diversity of our larger society.

Students with Disabilities

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502.852.6938) for verification of eligibility and determination of specific accommodations.

Inclement Weather

This course adheres to the University's policy and decisions regarding cancellation or delayed class schedules. Adjustments are made to the class schedule as necessary to take into account any delays or cancellations of this class. Local television and radio stations broadcast University delays or closings. The UofL web site (www.louisville.edu) and telephone information line (502-852-5555) also broadcast delays or closings.

Academic Dishonesty

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

Religious Holy Days and Observances

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

Grievances

Students who have grievances regarding the course should contact the course director. Until a satisfactory resolution is reached, the matter is referred, in succession, to the chair of the course's department, the Associate Dean for Students, and the School's Student Academic Grievance Committee, the Graduate Student Academic Grievance Committee, and the University's Student Academic Grievance Committee. More information is located at <http://louisville.edu/disability>.

Disabilities

In accordance with the Americans with Disabilities Act, students with bona fide disabilities are afforded reasonable accommodation. The Disability Resource Center certifies a disability and advises faculty members of reasonable accommodations. More information is located at <http://louisville.edu/disability>.

COURSE SCHEDULE

Module(s)

1. Jan 10th – 14th

- a. Overview of Course
- b. Complete the following by Friday Jan. 14th by 9:59pm
 - i. Virtual Introductions (see blackboard for instructions)
 - ii. Syllabus quiz
 - iii. 2 IAT test (link in Blackboard)
 - iv. Book Club Days/Times
 1. doodle link: https://doodle.com/poll/u33i5k4pkf47e36v?utm_source=poll&utm_medium=link

2. Jan 17th – 28th

- a. Philosophy
 - i. Read:
 1. Sandel Ch. 2) Utilitarianism
 2. Sandel Ch. 5) Immanuel Kant
 3. Sandel Ch. 6) Rawls
 4. Sandel Ch. 8) Aristotle
 - ii. Watch (on Blackboard)
 1. (2) videos regarding justice
- b. PhD Students Additional Reading – Sandel entire book.

1st Book Club Meeting Date: b/t Jan 31st – Feb 5th

3. Feb 7th – 18th

- a. Read
 - i. Tears We Cannot Stop by Dr. Michael Eric Dyson
- b. Read (on Blackboard)
 - i. Declaration of Independence (*not on Blackboard...Google it!!!*)
 - ii. Key Debates – Constitutional Debate
 - iii. Ch. 14 - Racial Inequality
- c. PhD Students Additional Readings – Feagin Chapters 1 – 4

2nd Book Club Meeting Date: Either Feb. 22nd or 23rd

4. Feb 28th – Mar 11th

- a. A Conversation on Race & Gender
 - i. Watch
 1. Video “Race: The Power of an Illusion”
 - ii. Read
 1. Bonilla-Silva – “What is Racism...” (*On Blackboard*)
 2. Guy and Neman (2004) Women’s Jobs, Men’s Jobs: Sex Segregation and Emotional Labor
 3. Frederickson Ch. 3 (*On Blackboard*)

4. Gooden Ch. 2) The Saturation of Racial Inequalities in the United States
 5. Gooden Ch. 3) Nervousness within Individual Public Administrators
- b. PhD Students Additional Readings – Feagin Chapters 5 – 7

***** Midterm Due Sunday March 20th at 11:59pm *****

5. Mar 21st – Apr 1st

- a. Social Equity in the Public Sector
 - i. Read (Textbook)
 1. Gooden Ch. 1) Nervousness, Social Equity and Public Administrators
 - ii. Readings (on Blackboard)
 1. Mary Guy and Sean McCandless, (2012) Social Equity: Its Legacy, Its Promise
 2. Frederickson Ch. 4
 3. Frederickson, H.G. 1990. Public Administration and Social Equity. PAR
 4. David K. Hart, (1974) Social Equity, Justice, and the Equitable Administrator
 5. ii. Eugene B. McGregor Jr. (1974) Social Equity and the Public Service
 6. James Svara and James Brunet (2005) Social Equity is a Pillar of Public Administration {Journal of Public Affairs Education}
 7. George Frederickson (2005) The State of Social Equity in American Public Administration (National Civic Review)
 8. Susan Gooden and Shannon Portillo, (2008) Advancing Social Equity in the Minnowbrook Tradition. {JPART}
 9. Norma Riccuci (2009) The Pursuit of Social Equity in the Federal Government: A Road Less Traveled {PAR}
 10. Frederickson Ch. 9
 11. Frederickson Ch. 10

3rd Book Club Meeting Date: b/t Apr 4th – Apr 8th

6. Apr 11th – Apr 22nd

- a. Affirmative Action
 - i. Readings (On Blackboard)
 1. Affirmative Action 1
 2. Affirmative Action 2
 3. Affirmative Action 3
 - Read (Textbooks)
 4. Sandel Ch. 7) Arguing Affirmative Action
 5. Sandel Ch. 10) Justice and the Common Good

6. Gooden Ch. 11) Principles for Conquering Nervousness in Government
- b. PhD Students Additional Reading – Feagin Chapter 8

4th Book Club Meeting Date: Apr 26th @ 5:30pm

Final Exam Due: Sunday May 1st at 11:59pm