



Instructor:

Class Meeting Schedule:

Monday and Wednesday, 9:35 – 10:55 a.m., Mendenhall Lab 131

Course Materials / Software:

Required Materials: There is no required textbook for the course. There are required articles and chapters from books. All reading material, PowerPoint slides, and videos will be posted to Carmen.

Required Equipment:

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
 - Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required Software:

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

Course Description: Through exploration of the definitions and intersectionality of concepts of race, gender, ethnicity, socio-economic status and other diverse populations, we will begin to understand how the application of public administration management decisions and policy result – or not – in socially equitable application. Social equity is “the fair, just and equitable management of all institutions serving the public are impacted by current health and redistricting policies. They will understand the implications of addressing socially equitable aspects as a public leader through an introduction to public management, budgeting, data and sustaining equitable communities. Finally, students will reflect on these concepts and how their own attitudes and beliefs about themselves and other populations with lived experiences changed over the semester.

Prerequisites: No prerequisites.

GE Goals & Objectives: GE Foundations: Race, Ethnicity and Gender Diversity

Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Successful students are able to ...

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

- 2.1 Demonstrate critical self- reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course will satisfy the Expected Learning Outcomes as students transition from a historical, academic and theoretical context of the concepts of race, ethnicity and gender diversity to understanding their own experiences and the lived experiences of others. Through discussion and readings, students will be exposed to many practical environments in public service and the implications for the decisions of public managers and policy makers on these populations. For instance, students start with readings on values in public administration and the need for social equity to be included as a pillar in public leadership. Then they progress to a number of readings and reports which demonstrate how policies in the public sector have impacted diverse populations in the area of climate policy (Week 5), health policy (Week 6), and redistricting policy (Weeks 7-8). They then transition to evaluation of the application of public management practice on management functions such as leadership (Week 10), budget (Week 11), sustaining those communities (Week 12) and data analysis (Week 13) – all through the lens of intersectionality and its implications. Throughout the course students are exposed to the lived experiences of others through readings, data and discussions, culminating in a self-reflection of their own understanding and experiences.

Course Learning Outcomes:

- 1) Understand the definitions, concepts, and historical context, within public administration, of diverse populations and their intersectionality.
- 2) Recognize implications of these concepts as they relate to social equity.
- 3) Compare and contrast how public policies impact populations according to race, gender, ethnicity, socioeconomic status and other identifiable populations.
- 4) Explore how these disparities can be diminished through effective management, budget and sustainable practices in public administration.
- 5) Reflect on how you personally view these concepts and their impact on the lived experiences of citizens impacted by public administration and policy.

Grading and Evaluation:

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

- **Independent Work (👤):** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
- **Collaboration Required (👥):** An explicit expectation for collaboration among students either in-classroom outside (i.e. group work).
- **Optional-Collaboration (🗨️):** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

Assignment Name	Points / Weight	Assignment Type
Assignment One – Social Equity Narrative	10	👤
Assignment Two – County Analysis	5	👤
Assignment Three – Redistricting/Gerrymandering and Its Impact	25	👤
Assignment Four – Impact Assessment	20	👤
Final Assignment – Reflection Paper	20	👤
Class Discussion Participation	20	🗨️
TOTAL COURSE POINTS	100	

Course Assignments:

Individual Assignment One - *Social Equity Narrative*

The Svava reading ends with the following definition of Social Equity: “The fair, just and equitable management of all institutions serving the public directly or by contract, and the fair, just and equitable distribution of public services, and implementation of public policy, and the commitment to promote fairness, justice, and equity in the formation of public policy.” They go on to list 5 ways this can be achieved. (Procedural Fairness, Distribution and Access, Quality, Outcomes, Related Responsibilities) Please choose one of those five and expound on how that concept might be seen in an actual setting. How does the concept you chose address race, gender, ethnicity, socio-economic status and other aspects of affected populations? Don't forget to discuss the intersectionality of these as they apply to your choice!

The assignment should be between 500 – 750 words, double-spaced and in 12-point font. You should use a consistent and academically accepted citation format throughout the paper. Please include references. These should be in addition to the 500 -750 word requirement.

Individual Assignment Two - *County Analysis*

Let's look at populations. You can see the stats for Ohio as a state at <https://data.census.gov/cedsci/profile?g=0400000US39> . For this assignment you will pick a county in Ohio. Explore its demographics. One source is <https://www.census.gov/quickfacts/OH> but there are many more. What are the population stats? Think about what we have learned so far about diverse populations of individuals that are identified by race, ethnicity, gender, socio-economic status, etc. How does your county reflect those factors? Do you see anything surprising? Finally, how might these populations intersect and overlap.

Please use the most current statistics available. This exercise will inform your understanding of some of the social equity policy issues we will study next and set your understanding in a more personal context of how the disparities identified might impact the county you reviewed. The paper should be in narrative form and limited to one page, double-spaced in 12-point font. Your resources should be cited in the appropriate citation format. You should have at least 3 sources for your statistical review.

Assignment Three - *Redistricting/Gerrymandering and Its Impact*

Review the readings and resources for the two weeks on gerrymandering. This will inform you more specifically on the background of redistricting, its impacts on the populations we are studying and where we are in Ohio at this point. Write a draft letter to either the editor of the newspaper of the county you reviewed in Assignment Two for population demographics or the state Congressional Representative. Give a brief overview of redistricting and how it might adversely impact certain populations. (300 – 500 words) Then explain how the current map might impact your county. Does it change it? Does it address those diverse populations more equitably? What informs that decision on your part? (500 – 750 words) Finally write a conclusive paragraph on any actions you would like to see taken at this point by your intended audience. (the Congressional Representative would be them specifically or one they could facilitate, the letter to the editor would be suggesting a wider range of stakeholders that may take action – possibly citizens, congressional members, county offices, etc.) (100-200 words). This assignment should be double-spaced, 12-point font with academically accepted citation format.

Assignment Four - *Impact Assessment*

Let's take your Redistricting/Gerrymandering assignment one step further. You ended with a recommendation. Build on that recommendation and offer suggestions for an impact study for your county. It should be informed by the Annie E. Casey Foundation readings but it can address any aspect of the populations we have studied – race, ethnicity, gender, socio-economic status, etc. This is a narrative assignment that should be between 500 – 750 words, double-spaced, 12-point font with academically accepted citation format.

Final Individual Assignment - *Reflection Paper*

Students will submit a final narrative paper reflecting on the following questions:

1. How has your understanding of social equity evolved over the course of the class?
2. In what ways has your perspective on public management and leadership, and your own strengths and weaknesses shifted over the course of the semester regarding your attitudes, beliefs and behaviors and understanding of the lived experiences of others as they apply to the populations we studied?
3. What are two concepts we studied this semester that had the most impact on you personally? (You don't have to share personal details if you don't want to for why those were chosen)
4. Are there ways you can personally make a difference in your community in the future to address these concepts? An organization in which you work?

Final Reflection Papers will be graded on the following criteria:

- Content – discussion of the questions asked above
- Substance – depth of critical reflection and analysis demonstrated in reflection. Why are these concepts important? Why would it be beneficial to remember them in your future career? In what ways has your perspective on management and leadership, and your own strengths and weaknesses shifted over the course of the semester in regards to your own attitudes, beliefs and behaviors and your understanding of the lived experiences of others?
- Written Communication Style – uses effective organization strategies, proper spelling, grammar, and formal tone; avoids informal language; meets word count
- Sources – properly cites all sources (include at least 4 course readings)

Papers should be approximately 1500 words, double-spaced and in 12-point font. You should use a consistent and academically accepted citation format throughout the paper. Please include references. These should be in addition to the 1500 word requirement.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93 %	92.9 – 90 %	89.9 – 87 %	86.9 – 83 %	82.9 – 80 %	79.9 – 77 %	76.9 – 73 %	72.9 – 70 %	69.9 – 67 %	66.9 – 60 %	Below 60 %

Course Schedule

Week #	Dates	Topic	Readings	Assignments Due
1	1/9 – 1/15	Social Equity, Diverse Populations and Intersectionality: Establishing our understanding of definitions, concepts, and historical context within Public Administration	<p>Kimberlé Crenshaw: What is Intersectionality? https://www.youtube.com/watch?v=ViDtnfQ9FHc&t=71s</p> <p>https://www.youtube.com/watch?v=akOe5-UtQ2o</p> <p>Blessett, Brandi et. al (2019) Social Equity in Public Administration: A Call to Action. <i>Perspectives on Public Management and Governance</i>. 283–299. Link here.</p> <p>CSSP (2019). “Key Equity Terms and Concepts: A Glossary for Shared Understanding.” Washington, DC: Center for the Study of Social Policy. Available at: https://s3.us-west-2.amazonaws.com/napa-2021/Standing-Panel-Reports/SOCIAL_EQUITY_Key-Equity-Terms-and-Concepts-vol1.pdf</p>	

2	1/16 – 1/22	Values in Public Administration	<p>Svara, J. H., & Brunet, J. R. (2005). Social Equity Is a Pillar of Public Administration. <i>Journal of Public Affairs Education</i>, 11(3), 253–258. http://www.jstor.org/stable/40215707</p> <p>Wooldridge B., Bilharz B. (2017) Social Equity: The Fourth Pillar of Public Administration. In: Farazmand A. (eds) <i>Global Encyclopedia of Public Administration, Public Policy, and Governance</i>. Springer, Cham. https://doi.org/10.1007/978-3-319-31816-5_2383-1</p>	Assignment 1 Social Equity Narrative
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3	1/23 – 1/29	Social Equity in Public Leadership	<p>Evans, Tracy Wareing. (2020) Public Administrators and the Imperative for Social Equity. Government Executive. https://www.govexec.com/management/2020/06/public-administrators-and-imperative-social-equity/166185/</p> <p>Social equity—a key pillar of public administration alongside the economy, efficiency, and effectiveness—addresses fairness, justice, and equity within a variety of public contexts. National Academy of Public Administration. https://napawash.org/grand-challenges/foster-social-equity</p> <p>Zajicek, A., Hunt, V. H., Miller, W., & Kerr, B. (2020). An Intersectional Approach to Public School Leadership: Employment Patterns among Principals in Multiethnic U. S. School Districts. <i>Public Administration Quarterly</i>, 44(1), 69–103.</p>	
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4	1/30 – 2/5	Population statistics review	<p>Ohio Population 2021 https://worldpopulationreview.com/states/ohio-population</p> <p>The Center for Community Solutions: Status of Women (all Ohio counties) https://www.communitysolutions.com/resources/community-fact-sheets/status-ohios-women-county/</p> <p>Healthy Northeast Ohio. 2021 Demographics – Ohio. http://www.healthyneo.org/index.php?module=DemographicData&controller=index&action=index</p>	Assignment 2 County Analysis
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5	2/6 – 2/12	Fairness, Justice and Equity: How does that manifest into treatment of diverse populations?	<p>Golub, A., Mahoney, M. & Harlow, J. (2013) Sustainability and intergenerational equity: do past injustices matter?. <i>Sustainability Science</i> 8, 269–277. https://doi.org/10.1007/s11625-013-0201-0</p> <p>Wolf, C., Ripple, W. J., & Crist, E. (2021). Human population, social justice, and climate policy. <i>Sustainability Science</i>, 16(5), 1753-1756. doi:10.1007/S11625-021-00951 W</p> <p>Williams-Butler, A., Golden, K. E., Mendez, A., & Stevens, B. (2020). Intersectionality and Child Welfare Policy: Implications for Black Women, Children, and Families. <i>Child Welfare</i>, 98(4), 75–95.</p>	
6	2/13 – 2/19	Policy and its implications for diverse populations: Health Policy	<p>Health Policy Institute of Ohio: Health Policy Fact Sheet https://www.healthpolicyohio.org/wp-content/uploads/2021/09/RacismFactSheet_StateAndLocal_Final.pdf</p> <p>Health Policy Institute of Ohio: Insights on Justice and Race https://www.healthpolicyohio.org/connections-between-criminal-justice-and-health-insights-on-justice-and-race/</p> <p>Woodrum, Amanda and Krokos, D. (2018) Building a Healthy Ohio: Overcoming Barriers to Health Stemming from Poverty, Segregation and Racism. Policy Matters Ohio. https://www.policymattersohio.org/files/research/buildingahealthyoh112618.pdf</p> <p>The 2019 Ohio Infant Mortality Report https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/infant-and-fetal-mortality/reports/2019-ohio-infant-mortality-report</p>	
7	2/20 – 2/26	Policy and its implications for a diverse populations application: Redistricting	<p>Historical Context: Ohio Constitution, Article XI Sec 6 https://codes.ohio.gov/ohio-constitution/section-11.6</p> <p>Tebben, Susan. (2021) With Gerrymandering Come Strong Opinions: But What Is It? <i>Ohio Capital Journal</i>. https://ohiocapitaljournal.com/2021/09/20/with-gerrymandering-comes-strong-opinions-but-what-is-it/</p>	

			<p>Soffen, Kim. (2016) How Racial Gerrymandering Deprives Black People of Political Power. <i>The Washington Post</i>. https://www.washingtonpost.com/news/wonk/wp/2016/06/09/how-a-widespread-practice-to-politically-empower-african-americans-might-actually-harm-them/</p> <p>Rosenberg, Gabe. (2019) Federal Court Throws Out Ohio’s Congressional Map. NPR. https://www.npr.org/2019/05/03/720047669/federal-court-throws-out-ohios-congressional-map</p>	
8	2/27 – 3/5	Policy and its implications for a diverse populations application: Redistricting continued	<p>Ohio Redistricting Commission meetings can be found at https://ohiochannel.org/search?pageSize=12&start=1&sort=BestMatch&dir=DESC&keywords=redistricting</p> <p>Additional Information can be found at:</p> <p>League of Women Voters. Redistricting. https://www.lwv.org/voting-rights/redistricting</p> <p>Brennan Center. Redistricting. https://www.brennancenter.org/issues/gerrymandering-fair-representation/redistricting</p>	Assignment 3 Redistricting/ Gerrymandering and Its Impact
9	3/6 – 3/12	Racial Equality Impact Assessments	<p>All-In Cities: An Initiative of PolicyLink. Racial Equity Impact Assessments. https://allincities.org/toolkit/racial-equity-impact-assessments</p> <p>Annie E. Casey Foundation. (2017) Considering Culture: Building the Best Evidence-based Practices for Children of Color. https://assets.aecf.org/m/resourcedoc/aecf-consideringculture-2017.pdf</p> <p>Annie E. Casey Foundation. (2016) Tools for thought: Using Racial Equity Impact Assessments for Effective Policymaking. https://assets.aecf.org/m/resourcedoc/aecf-ToolsforThoughtCaseStudy-2016.pdf</p>	Assignment 4 Impact Assessment

10	3/13 – 3/19	Spring Break		
11	3/20 – 3/26	Leading Equitable Communities	<p>Diversity, Equity & Inclusion Dublin Community Task Force: Diversity, Equity & Inclusion Framework https://dublinohiousa.gov/dev/dev/wp-content/uploads/2021/08/Dublin-DEI-Framework-2021.pdf</p> <p>Jay, M., & Brown, J. (2021). How Wearing a Social Justice Lens Can Support You, Your Clients, and the Larger Community: An Intersectionality Workshop With a Twist. <i>Canadian Journal of Counselling & Psychotherapy / Revue Canadienne de Counseling et de Psychothérapie</i>, 55(3), 396–409. https://doi-org.proxy.lib.ohio-state.edu/10.47634/cjcp.v55i3.70980</p>	
12	3/27 – 4/2	Budget	<p>Hagelskamp, C., Schleifer, D., Rinehart, C., & Silliman, R. (2018). Participatory Budgeting: Could It Diminish Health Disparities in the United States?. <i>Journal of Urban Health</i>, 95(5), 766-771. doi:10.1007/S11524-018-0249-3</p> <p>Keleher, Terry (2009) Racial Equity Impact Assessment Guide. Applied Research Center. Race Forward: The Center for Racial Justice Innovation. https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment_v5.pdf (budget focus)</p>	
13	4/3 – 4/9	Sustaining Equitable Communities	<p>Svara, J., et al. Local Governments, Social Equity and Sustainable Communities: Advancing Social Equity Goals to Achieve Sustainability. ICMA https://icma.org/sites/default/files/306328_FINAL%20REPORT%20Advancing%20Social%20Equity.pdf</p> <p>Forman, Jonathan B. & Mann, Roberta F. (2020) Borrowing from Millennials to Pay Boomers: Can Tax Policy Create Sustainable Intergenerational Equity? 36 GA. ST. U. L. REV. 799. Available at: https://readingroom.law.gsu.edu/gsulr/vol36/iss3/5</p>	

14	4/10 – 4/16	Data and Social Equity	<p>White, Harvey L. et al. (2019) Biden Challenge Op-Ed: Big Data, Artificial Intelligence and Social Equity. University of Delaware Biden School of Public Policy & Administration. Biden Institute. https://www.bidenschool.udel.edu/bideninstitute/biden-challenge/blog/big-data-artificial-intelligence-and-social-equity</p> <p>Duban, Elisabeth. (2021) Assessing the Lights and Shadows of COVID 19: A Gender Analysis of Pandemic Related Impacts on Women and Girls in Europe and Central Asia. UN Women. pp. 6-18 but you are encouraged to review the rest of the report. https://www2.unwomen.org/-/media/field%20office%20eca/attachments/publications/2021/6/gender%20analysis_covid19_eca_unw%20final.pdf?la=en&vs=5638</p>	
15	4/17 – 4/23	Reflection	<p>McKinzie, A. E. (1), & Richards, P. L. (2). (n.d.). An argument for context-driven intersectionality. <i>Sociology Compass</i>, 13(4). https://doi-org.proxy.lib.ohio-state.edu/10.1111/soc4.12671</p>	Final Assignment Reflection Paper

Attendance / Participation Expectations: Students are expected to attend class. One of the purposes of this class is to build a foundation for further study. It is very, *very* unlikely that a student who misses class regularly will do well. More importantly, much of the important nuance of the readings is brought out during classroom discussion. As such, regular attendance is strongly encouraged.

Absence and Makeup Policy: It is preferable, if possible, that you let me know prior to an expected absence. However, I realize there are times when unexpected events will occur. Please contact me as soon as possible so we can determine the most appropriate options to make up any work missed.

Late Assignment Submissions: I expect your assignments to be submitted on time, however, there may be circumstances where this is not possible. Please contact me and we will determine the most appropriate options to ensure you are able to do the assignments and give them your best efforts.

Instructor Feedback and Response Expectations:

- You may expect that I will answer all email inquiries within 48 hours unless there are unforeseen circumstances. That being said, please don't wait until 24 hours before an assignment is due to ask me a question about it!
- I will make every attempt possible to return your assignments with detailed feedback within the week after they are due.

Course Policies

Academic Misconduct Statement.

"The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University."

"In the Ohio State University's [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [Code of Student Conduct](#) is never considered an "excuse" for academic misconduct."

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Glenn College Diversity Values Statement.

"The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community."

Accommodation Policy.

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.”

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting <https://ccs.osu.edu/> or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at <https://suicidepreventionlifeline.org/>. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/> .

Covid Process SLDS Statement

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292- 3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Land Acknowledgment

The Ohio State University occupies the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribal nations through the Indian Removal Act of 1830.