

## **20:834:503: Race, Ethnicity, Gender and Public Policy**

**Spring 2023, Professor Marilyn Rubin**

**On-line via Zoom: Tuesday, 6:00 pm-8:40; two in-person class meetings**

**Office Hours: On-line, by appointment.**

**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, social 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 participation (20%) - including individual presentation of briefing memo on May 2 (10%).
2. 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 group briefing 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) – 65% of grade will be individual presentation; 35% group presentation.

**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](https://ods.newark.rutgers.edu), or contact ODS at (973) 353-5375 or via email [ods@newark.rutgers.edu](mailto: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

- Frederickson, H. George (1990). "Public Administration and Social Equity." *Public Administration Review* 50 (2): 228-237.
- *Guy and McCandless*, Chapter 1, "The Social Equity Imperative."
- Minow, Martha (2021). "Equality vs. Equity." *American Journal of Law and Equality* Volume 1, 167–193. [https://doi.org/10.1162/ajle\\_a\\_00019](https://doi.org/10.1162/ajle_a_00019)

### 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**

- The Aspen Institute Roundtable on Community Change. *Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis* <https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf>
- Center for American Progress (CAP). *The Evolution of Race and Ethnicity Classifications in the Decennial Census* <https://www.americanprogress.org/article/the-evolution-of-race-and-ethnicity-classifications-in-the-decennial-census/>
- Linquist, Anna, Marie Gustafsson Sendén & Emma Aurora Renström (2020). “What is gender, anyway: a review of the options for operationalising gender.” *Psychology & Sexuality*, 12(4), 332-344 <https://www.tandfonline.com/doi/full/10.1080/19419899.2020.1729844>

### **Discussion videos**

Gender [https://www.google.com/search?client=firefox-b-1-d&q=youtu+on+definitions+of+gender#kpvalbx=\\_Zd9pY5GHEPOt5NoP3fuK2AQ\\_27](https://www.google.com/search?client=firefox-b-1-d&q=youtu+on+definitions+of+gender#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**

- Gooden, Susan (2014). “Assessing Racial Equity in Government.” In Gooden, Susan (2014). *Race and Social Equity: a Nervous Area of Government* New York: M.E. Sharpe.
- U.S. Office of Management & Budget (2021). *Study to Identify Methods to Assess Equity: Report to the President, July 2021.* <https://apo.org.au/sites/default/files/resource-files/2021-07/apo-nid313612.pdf>

**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” (see Canvas discussion for details)**

**Readings**

- Gooden, Susan (2017). “Social Equity and Evidence: Insights from Local Government.” *Public Administration Review*, 77 (6), 822-828.
- 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**

- Charbonneau, Etienne and Norma Riccucci. (2008). “Beyond the Usual Suspects: An Analysis of the Performance Measurement Literature on Social Equity Indicators in Policing.” *Public Performance and Management Review* 31(4): 604-620.
- Samantha June Larson, Benoy Jacob, and Eric Butz (2017). *Linking Social Equity and Performance Measurement: A Practitioner’s Roadmap*. University of Colorado–Denver | School of Public Affairs  
<https://aspacap.files.wordpress.com/2018/10/cap-roadmap-larson.pdf>

**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*
- Dooley, Ty Price (2021). “The undelivered dream: Policing, administrative rules and social equity.” *Administrative Theory and Praxis*  
<https://www.tandfonline.com/doi/full/10.1080/10841806.2021.1959166>

### ***Discussion Video***

<https://www.youtube.com/watch?v=7MC9YICQrVo>

### ***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***

- Miller-Jones Dalton & Marilyn M. Rubin. 2021. "Equity in Education: A Restorative Justice Approach." *Journal of Public Management & Social Policy*, 27:1, 22-43.
- Starke, A.M., Heckler, N., & Mackey, J. (2018). “Administrative Racism: Public Administration Education and Race.” *Journal of Public Affairs Education*, 24(4), 469-489.
- UNESCO (2018). *Handbook on Measuring Equity in Education*, Ch. 1&2  
<http://uis.unesco.org/sites/default/files/documents/handbook-measuring-equity-education-2018-en.pdf>

### ***Discussion Video***

<https://www.youtube.com/watch?v=qZUsjhlRFnw>

**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**

- Kagan, Jennifer A (2020). “Social Equity and Environmental Justice.” Chapter 11 in *Guy and McCandless*
- US Environmental Protection Agency (2022). *Equity Action Plan*  
[https://www.epa.gov/system/files/documents/2022-04/epa\\_equityactionplan\\_april2022\\_508.pdf](https://www.epa.gov/system/files/documents/2022-04/epa_equityactionplan_april2022_508.pdf)

**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” (see Canvas for details)**

**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*
- The National Academies Press (2022). *Racial Equity, Black America, and Public Transportation, Volume 1: A Review of Economic, Health, and Social Impacts*. Chapters 1,3,5 &6. <https://doi.org/10.17226/26710>.

**Discussion Video**

[https://m.youtube.com/watch?v=soJOTIkSl\\_U](https://m.youtube.com/watch?v=soJOTIkSl_U)

### **Week 11: April 4. 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. Discussion of final project (see power point on briefing memo).

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

#### ***Readings***

- Biden, Joseph Pres. (2021). Executive Order 1395 On Advancing Racial Equity and Support for Underserved Communities Through the Federal Government.  
<https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/executive-order-advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government/>
- Biden, Joseph Pres. (2021) Executive Order 14035 on Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce  
<https://www.whitehouse.gov/briefing-room/presidential-actions/2021/06/25/executive-order-on-diversity-equity-inclusion-and-accessibility-in-the-federal-workforce/>
- Urban Institute (2022). *Scoring Federal Legislation for Equity*.  
<https://www.urban.org/sites/default/files/2022-06/Scoring%20Federal%20Legislation%20for%20Equity.pdf>

### **Week 12: April 11. Local and State Government Initiatives to Advance Social Equity**

Discussion of US state and local government efforts to advance social equity.

Learning objectives: (1) to understand the historical context for inequities at the local and state government levels; (2) to understand how local governments are working to achieve social equity.

#### ***Readings***

- Austin TX Equity Office. 2019. "Equity Assessment 2019: Analysis of Department Responses to the Equity Assessment Tool."  
<https://www.sanjoseca.gov/home/showpublisheddocument/70977/637532383420230000>
- Government Alliance on Race and Equality (GARE) 2016. *Racial Equity Tool Kit*.  
[https://racialequityalliance.org/wp-content/uploads/2015/10/GARE-Racial\\_Equity\\_Toolkit.pdf](https://racialequityalliance.org/wp-content/uploads/2015/10/GARE-Racial_Equity_Toolkit.pdf)

Students will meet in their groups (Criminal justice, education, transportation and health care) to work on briefing memos.

**Week 13: April 18. No class. Student meetings on group projects.**

Students will meet in their groups (Criminal justice, education, transportation and health care) either virtually or in-person to prepare rough draft of briefing memos due end of day Saturday, April 22.

**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.**

- Rubin, Marilyn & John Bartle (2022). “Equity in Public Budgeting: Lessons for the US. ” *Journal of Social Equity and Public Administration*
- Kavanagh, Shayne & Jake Kowalski (2021). “The Basics of Equity in Budgeting.” *National Civic Review*, 110(1). <https://www.nationalcivicleague.org/ncr-article/the-basics-of-equity-in-budgeting/>  
<https://www.nationalcivicleague.org/ncr-article/the-basics-of-equity-in-budgeting/>

**Week 15. May 2. Student group presentations.**