Dr. Margaret E. Scranton, Professor of Political Science and Public Administration, School of Public Affairs

Office: 627 Ross Hall
Campus Office Hours: Wednesdays, 4:30 to 5:50 pm

Online hours: Mondays and Fridays, 4:00-5:00 pm: sign up for a video conference appointment, 2 hours in advance. Link to my Online Office Hours Calendar =

https://calendar.app.google/A2uLrm8jV1LBeG8K

**PADM 7353 Social Equity
Wednesdays
6:00-8:40 pm RH 102**

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1. Purpose of the course -why we are here

Social Equity is one of the pillars of Public Administration, along with effectiveness, efficiency, and economy. As a cornerstone of the discipline, Social Equity refers to desired outcomes of public policies and social services: that these be free from bias and fair to all in terms of access, processes, and quality. Guy and McCandless provide a straightforward reason for a Social Equity course: "social equity's effects reveal themselves in every policy domain and in the daily work of all public service professionals."[1] Thus, a course like this one provides essential, foundational knowledge in equitable management skills and practices, along with training in how to diagnose public problems and analyze policy issues.

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[1] Mary E. Guy and Sean A. McCandless, eds., *Achieving Social Equity: From Problems to Solutions,* Irvine, CA: Melvin & Leigh, 2020, Preface, p. vii.

Social Equity, as a concept, seems simple. A social equity perspective asks apparently simple questions: What is a fair solution? In situation X, what does fairness mean? Who decides what is fair? Yet, Guy and McCandless assert that social equity is "one of the least understood concepts in public administration."[2] Therefore we will spend this semester delving deeper into the concept and applying a social equity lens to a several inequity topics, such as Native Americans/First Nations, Immigration, Housing and Homelessness, Child Welfare, Transportation, LGBTQ+ communities, and Environmental Justice. The latter is illustrated in the figure that represents ecosystems (ES) justice.[3]
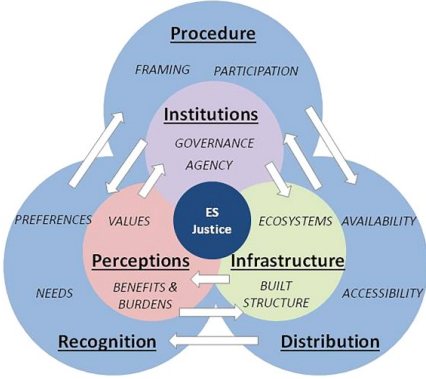
We live in troubled times that challenge our values as individuals and as PA professionals. Inequities abound. We witness multiple harms falling disproportionately upon disadvantaged people and marginalized communities. Social equity envisions government's role as serving the public justly, fairly, and equitably. These values require us to learn more about social equity and direct our behavior accordingly. Thus, a commitment to social equity entails a call to action. A report on the Social Equity Manifesto issued after the 2018 "Minnowbrook at 50 Conference," called on MPA programs to pay attention and act. To act, it is helpful to understand three forms of equity: procedural, distributional and recognitional. We will explore these forms in general and in our investigations of specific inequities.

The ability to live up to the ideals of US democracy requires that public administration programs be intentional with their emphasis and integration of concepts like democracy, equity, and racial justice. Although inequalities in wealth and power, social and racial injustice, and environmental degradation have always been part of the US experience, the current political environment requires that current and future administrators understand how government institutions and administrative actions can facilitate injustice by using a neutral and objective lens on the "equity of what" and "equity between whom," as illustrated in Melissa Leach's Figure 2.[4]
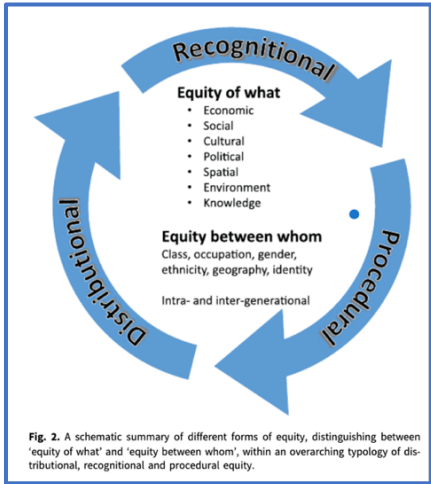

Fig. 2. A schematic summary of different forms of equity, distinguishing between 'equity of what' and 'equity between whom', within an overarching typology of distributional, recognitional and procedural equity.

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[2] *Ibid.*

[3] Johannes Langemeyer and James J. T. Connolly, "Weaving notions of justice into urban ecosystem services research and practice," Environmental Science & Policy, Volume 109 (July 2020) pp. 1-14. Available at https://doi.org/10.1016/j.envsci.2020.03.021; link to download image is https://ars.els-cdn.com/content/image/1-s2.0-S1462901119310937-gr1.

[4] Melissa Leach, *et. al.,* "Equity and sustainability in the Anthropocene: a social–ecological systems perspective on their intertwined futures," *Global Sustainability*, Vol 1 (November) 2018, pp. 1-13; http://doi.org/10.1017/sus.2018.12. Figure is from p. 4; Image License CC BY-NC-SA 4.0.

Raising awareness about social inequities and preparing students to work in a world full of contradictions and complexities mandates more than introducing terms in one core class through an entire degree program. That is why you will find social equity concerns diffused throughout your MPA curriculum. Graduate programs need to ensure that students have the wherewithal to understand how inequity, disparity, injustice, and oppression operate within governance systems and governance structures if equity is ever to become a priority.[5]

We begin the semester reviewing the pathbreaking work of H. George Frederickson and the Minnowbrook Movement in Public Administration. From there, we turn to examining nine equity topics presented in Guy and McCandless, along with two key concepts: intersectionality and administrative rulemaking.

About Minnowbrook at 50

An intellectually diverse group of scholars and practitioners convened at Minnowbrook at 50 to consider the state of public administration fifty years after Minnowbrook I. New and old themes emerged in both the small group sessions and large group plenaries. The seven small groups wrote short summaries of the topics they tackled:

- Relevance of Public Administration Scholarship
- Analytic Frameworks: Micro, Meso, and Macro Level Public Administration
- Overcoming American Centricity
- Integrative Public Administration
- Automation and Artificial Intelligence
- Democracy, Public Administration, and Public Values
- Social Equity in Public Administration

To summarize[6] why we are here: to bolster the Social Equity pillar of Public Administration.

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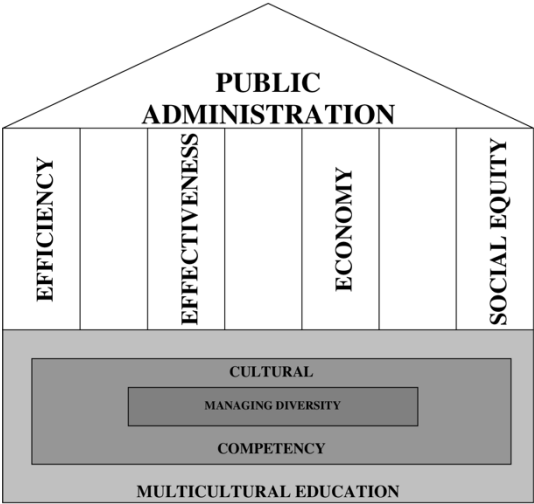
[5] Brandi Blessett, Jennifer Dodge, Beverly Edmond, Holly T. Goerdel, Susan T. Gooden, Andrea M. Headley, Norma M. Riccucci, and Brian N. Williams, "Social Equity in Public Administration: A Call to Action," *Perspectives on Public Management and Governance,* 2019, pp. 283-299, at p. 294; doi: 10.1193/ppmgov/gvz016.
[6] Image source: Susan Perry, PhD Dissertation, Social Equity for the Long Haul: Preparing Culturally Competent Public Administrators, available at https://www.semanticscholar.org/paper/Social-Equity-for-the-Long-Haul%3A-Preparing-Public-Perry/07a01857671afbc123c0a431433cf763d4ef0149.

2. What you gain from this class

This course boosts your preparation to enter the workforce of the 21st century. Responsible Bureaucracy (RB), a subfield of Social Equity, refers to participation in and management of this workforce. RB entails skills in non-discrimination, affirmative action, cultural awareness, and diversity management. MPA graduates need tools for addressing problems that arise over of race and ethnicity, gender and identity, age and disability; these include analyzing which workforce practices best support social equity and creating results-based strategies and diversity management plans.

In order to advance social equity, MPA graduates need strong research design and methodological skills for posing and answering policy questions. They need a variety--a plurality--of skills for examining and quantifying concepts like race, class, gender, and sexual orientation. Multiple methods are required for Public Administrators to work effectively and adaptively in a world that is increasingly diverse and rapidly changing.

Accordingly, Jocelyn Frye identifies six competencies MPA students need to do social equity research:
- to understand the intersection of social equity factors, be able to balance the theoretical and the practical, demonstrate creativity,
- understand the intersection of social equity factors,
- be able to balance the theoretical and practical,
- demonstrate creativity,
- understand the public interest organizations they may join,
- write in a critical and accessible manner, and
- have a true commitment to the work.[7]

3. Your learning performance objectives

Upon successful completion of this course, you should be able to:
- Explain the significance of social equity in the development and future of the profession of Public Administration.
- Explain the meaning of social equity as an analytical concept in various policy domains, socio-economic and political contexts, and in the workplace;
- Locate online resources of measures of social inequities and evaluate various indicators of equity and inequities
- Operationally define and describe a social equity topic for a given population in a context and evaluate possible remedies.
- Communicate ideas professionally and effectively in class discussions, written assignments, and formal presentations.

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[7] Susan Gooden and Samuel L. Myers, Jr., "Symposium: Social Equity in Public Affairs Education," *Journal of Public Affairs Education*, 10 (2004):2:91-97, at p. 96.

A note about professional writing for our class:
- All your written assignments for our class should be prepared with the attention due to a professional presentation and expected from a master's degree candidate.
- When an assignment has a formal genre, follow the protocol/conventions for that genre.
- Always support claims and arguments with sourced, reputable evidence.
- Written assignments require proofreading and editing prior to submission with careful attention given to correct grammar, spelling, punctuation, paragraphs, and sentence structure.
- Writing competency is extremely important for your success, not just in graduate school, but also in your professional career; invest in polishing your writing skills!

4. Required textbooks, class format and components of your semester grade

- H. George Frederickson, *Social Equity and Public Administration* (New York: Routledge, 201ti; 2010 M. E. Sharp). ISBN 9-78076ti-624727. Used copies should be available.
- *Achieving Social Equity: From Problems to Solutions*, eds. Mary E. Guy and Sean A. McCandless (Irvine, CA: Melvin & Leigh, 2020). ISBN 978-1-73393446-6. Used copies should be available
- Scholarly articles, news reports, video lectures, and social equity resources in Blackboard

Our class is a seminar, which requires every student to be prepared for each class, to take part in discussions and, when you are responsible for presenting content, to prepare the assigned materials and to facilitate the class discussion.

Outside of Class
- Process assigned readings for class discussion and writing assignments
- Use Ask Dr. Scranton and Bb messages for questions and comments

During Class
- Always bring your laptop or iPad to class (smartphone screens are too small for easily completing our coursework)
- 2 sessions per class with a break in between
- Blackboard Discussions, interactive activities and writing assignments
- Document-based and scholarly article-based research and writing activities and virtual field trips

Components of your Semester Grade	Points	Grading Scale
Guy & McCandless chapter presentations (2 @ 200 points)	400	A = 945-1050
Graded Pre-Class and In-Class Activities (24 out of 28 @ 20 points, can opt out of four of these)	480	B = 840-944
		C = 735-838
Weekly After Class Learning Journal (12 @ 10 points)	120	D = 630-734
Reflective Feedback Surveys (2 @ 25 points)	50	F = below 630
Total	1050	

5. Deadlines and attendance policies

Because every class builds upon the previous class, we have a strict attendance policy. If you miss more than three classes (that's three weeks out of a 14-week semester), your earned letter grade drops one letter. It is crucial for you to attend when you are scheduled to present a Guy and McCandless chapter! If you realize you have a schedule conflict for your chapter presentation, contact me at once and we'll try to reshuffle the schedule; if we cannot reschedule, you and I will record a Zoom session that I can present to the class on the scheduled date.

You will find a calendar in Bb and a navigation link to our weekly schedule. Add deadlines to your personal calendar and/or print out the schedule to keep track of readings, assignments, and deadlines. Some students find it helpful to set reminders on their phones the day before an assignment is due or on the day when they prepare for class. To succeed in our class, it's essential to complete every assignment on schedule. We do not have any extra-credit work for missed assignments. Extensions are only available in the event of an extreme emergency, such as your hospitalization, a documented family emergency or military deployment.

Submitting your assignments counts as your "attendance." To keep everyone on track and support your success in this class, assignment deadlines are fixed; please do not ask for extensions unless you are experiencing an emergency. In that situation, contact Dr. Scranton as soon as you can to arrange a makeup plan. In terms of making up work when you know you will miss a class, you can submit pre- class assignments **before** that class begins, but you cannot make up in-class participation activities.

6. Assignments

Weekly pre-class and in-class activities are worth 20 points each; normally we have two per week, and to provide flexibility for you, you may omit four of the 28 pre- or in-class assignments. Pre-class assignments include activities like watching documentary videos or lectures and writing summaries, preparing questions for class discussion, and reporting on websites or data sets. In-class activities include presenting your pre-class findings/reports, comparing and contrasting classmates' responses to documentaries and online-lectures, drawing mindmaps/matrices, and creating visual presentations of evidence – 480 possible points. If you do not omit any of these assignments, I will drop four of your lowest assignment scores.

Since you are in a seminar, you will take responsibility for presenting two of the substantive chapters in Guy and McCandless to the class, each worth 200 points. You will prepare a handout for classmates and an interactive activity to complete during class. Your handout will

include definitions, links to data sets/index measures/surveys, links to useful case studies and/or several relevant, current scholarly articles. You will sign up for chapters you prefer prior to the 2nd class (January 25th); I will do my best to match you with two of your top three choices.

Reflecting on your learning also contributes to your success, so once a week (for 14 weeks) you will write a 10-point entry on your weekly After Class Learning Journal - 140 points. I provide writing prompts you can use to start your reflection; you may also create your own reflection prompts. The important thing is to review what you learned and connect those ideas to what you already know, to other courses, to your job(s) and/or your career objectives. These entries must be submitted **before** the next class; it's even better to write your reflection within 24 hours after the class.

In addition to the regular student evaluations for our class, I solicit your feedback at mid-semester and at the end of the semester via surveys with questions about readings and assignments, what's working well for you, what needs to be improved, etc. I use the first reflective feedback survey to make course corrections rather than waiting until after the semester to find out how to improve your learning experience. These anonymous surveys are worth 25 points for completing each survey, contributing 50 points to your semester grade.

7. Dr. Scranton's teaching philosophy

I believe that great teaching focuses on students' learning more than telling students what I already know: my job is to provide learning opportunities for you. I create assignments that build your critical thinking and writing skills in a stepwise, scaffolded manner. In practice, this means that we have small and medium-sized writing assignments rather than a mid-term, a final exam, and a major paper.

I believe, and scholarly research confirms, that students learn best when they process assigned readings carefully and then write and talk about what they read. Research on retention of information substantiates that reading alone is not as effective as reading plus writing in various formats. Class discussions are important for honing listening skills, fostering awareness of multiple perspectives, and refining civil, professional discourse. That's why we have a variety of writing assignments and additional readings and in-class activities that supplement our textbooks.

In my experience, students are more likely to score well on assignments when the instructions are quite specific and when the grading rubric matches the instructions. I provide detailed guidelines/instructions and grading rubrics. Supplemental assignments may be added ("corrective activities") to move toward mastery. To measure learning, my rubrics for written assignments use proficiency standards.
- "proficiency" = completing all the required elements of an assignment accurately, demonstrating mastery of the assigned readings, and providing relevant evidence and/or examples

- "competency" = most of proficiency but lacking one or more elements or using non-specific language that shows weak or vague understanding of assigned readings, or lacking adequate evidence and/or examples
- "novice" = below average performance, especially errors of fact or interpretation of assigned readings, lack of evidence and/or examples or responses that are too generic to demonstrate knowledge of assigned material.
- "missing or upgradable" = no answer for that component of the assignment or an answer that is not responsive to the assignment or is not based on the assigned readings.

8. UA Little Rock human and social resources for you

If you need help, don't hesitate to use these campus resources:
- PACT laptop computers - NOTE: As of January 2023, the inventory of laptops for students to check out for the semester is being assessed. I expect some computers to be available, so check with the Care Team and the Ottenheimer library if you need a laptop.
- UA Little Rock Counseling Services provides free, confidential counseling online for enrolled students. More information about the UALR Counseling Center, including hours and how to sign up here: https://ualr.edu/counseling/. Phone: ti01.ti69.318ti
- The UA Little Rock Care Team fields requests for academic, technical, and financial assistance through the Care Team. A member of the Care Team will consult over the phone to identify appropriate campus and community resources.
- The Trojan Food Pantry is open to all UALR students, faculty, and staff with a UALR ID. Participants can visit each week, and they receive a three-day supply of food when they visit. hBp://ualr.edu/foodpantry/.

The Office of Student Success website has a list of academic and community resources for students.

- UA Little Rock Student Success homepage
- Career Closet
- Disability Resource Center
- Health Services
- Counseling Services
- Military Student Success Center
- and more! You can find a complete list of academic resources here, including campus labs and tutoring centers.

9. UA Little Rock policies

Inclement weather: If we know in advance that campus will closed, plan to attend via Zoom. I will send you a UA Little Rock message with a Zoom link if we need to hold class online and I will also post the link in a Bb announcement. I will record the Zoom class in case anyone loses

power, so classmates can watch our class later. The inclement weather policy is available at https://ualr.edu/policy/home/admin/weather/.

Complaints: If you have a complaint about a grade, the way our course works or about me, your professor, UA Little Rock has complaint procedures and a form you can submit. The Complaint Form is located at https://ualr.edu/deanofstudents/student- complaints/.

Sex Discrimination: Reports of sex discrimination and sexual harassment, including sexual assault, stalking, dating, and domestic violence, can be made to the Title IX Director, Emily Bell, at edball@ualr.edu and/or online at https://cm.maxient.com/reportingform.php?UALittleRock&layout_id=1. UA Little Rock faculty and staff are required to report all incidents of sexual harassment and discrimination to the Title IX Director within 24 hours of receiving notice. More information about the campus, local and national resources, and the University's policy and grievance processes can be found at https://ualr.edu/titleix/.

Students with Disabilites: Disability is an aspect of diversity that is integral to our society and to the UA Little Rock campus community. The Disability Resource Center collaborates with students, faculty, and staff to **create usable, equitable, inclusive, and sustainable learning environments**. Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. For me to respond appropriately, I need to know what specific accommodations you require; letters from the Disability Resource Center include only vague, generic language about accommodations; each student must contact me about their specific needs and how these relate to our class. We need to discuss your situation during the startup week of class so that I can make the adaptations you need, so send me a Blackboard message right away!

Accomodations: The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at ti01-ti69-3143 (V/TTY) or ti01-683-7629 (VP). For more information, please visit the DRC website at ualr.edu/disability. If you have any special needs or accommodations, please let me know as soon as possible. Any delays can impact a student's ability to participate fully in the course. Reasonable accommodations will be implemented in a timely fashion, after official notification is received, and are not retroactive.

Academic Integrity: The University has developed certain regulations to make possible an orderly academic environment where all members of the community have the freedom to develop to their fullest extent. Promoting academic integrity is an essential component of any learning community. I want you to be successful in this course and there are many opportunities for assistance, including the Indiana University Plagiarism Tutorial and Certificate test for Graduate and Doctoral Students.

Achieving grades that do not represent your own work is not true success. Stress, lack of sleep, demands beyond being a student, and completing assignments at the lastminute can contribute to poor decision-making. Research shows that violations of academic integrity are sometimes the product of a student's desperation. If you find yourself tempted to cross the integrity line, I encourage you to speak with me so we can strategize, discuss ways you can enhance your own learning, and make a plan for you to compete your assignment.

Academic dishonesty cannot be condoned or tolerated in the University community. Such behavior is considered a student conduct violation, and students found guilty of committing an academic offense *on the campus, or in connection with an institution-oriented or sponsored activity, or while representing the University or academic department, will be disciplined by the University.*

In this class, a student is found to have committed of a violation of academic integrity will receive an F (zero points) on that assignment; I have no choice but to make a report to the Dean of Students calling for a disciplinary investigation and sanction. A student will get an F for the course if found guilty of a second integrity offense.

UALR Academic Integrity Policy Statement: Students may not gain undue advantage over their classmates by deceptive or dishonest means. Throughout their education students should be impressed with the facts that cheating, duplicity, unauthorized reproduction of classroom materials, and plagiarism are morally degrading and that such practices seriously interfere with learning and intellectual development. It is a responsibility of faculty members to make every effort to prevent dishonesty, protect honest students, and take appropriate action in instances of dishonesty. It is the responsibility of the student not only to abstain from cheating, but in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Courtesy and honesty require that any ideas or materials borrowed from another must be fully acknowledged. It is the obligation of each student to report all alleged violations of academic integrity to the faculty member, as well as the responsibility of all faculty to report all alleged violations of academic integrity to the dean of students. See the full policy statement and procedures for academic dishonesty cases at http://ualr.edu/policy/index.php/ti0113/.

10. UA Little Rock academic resources for you

Blackboard Support: the Blackboard Support website assists students with tutorials, helpful re-sources, downloads, and answers to their frequently asked questions. In addition to the website, students can call the Bb office during business hours; you can also find help within the Blackboard system using the Help tab or through social media outlets on Facebook and you can get Blackboard Help from your Net ID login page; your courses in Blackboard also have an online "help" link.

IT Services: For technical support with other UALR systems, including logging into Blackboard, BOSS, or your UALR email, please contact the IT Help Desk at https://ualr.edu/ITServices/

or by calling ti01.916.3011. Business hours are Monday through Thursday from 7:00 am to 6:00 pm, and on Fridays from 7:00 am to 5:00 pm.

Ottenheimer Library: The Library collects, organizes, and provides access to information resources and library services that enrich and support the University's research and teaching mission, foster intellectual development, and promote academic excellence. Visit the Ottenheimer Library website for information about the library, its collections, and services for students: https://ualr.edu/library/.

Communication Skill Center: The Communication Skills Center (CSC) is a resource devoted to helping campus and online students in the various stages of preparing a presentation. We help take the panic out of public speaking! Services include, but are not limited to, public speaking anxiety management, brainstorming, research, content organization, PowerPoint/Google Slide design and integration, and providing presenters with helpful rehearsal feedback. The CSC offers both in person (Learning Commons, first floor of the Ottenheimer Library) and virtual services: Phone: 501-916-6028

> To schedule an in person or online video call appointment, please use the following link: https://ualr.libcal.com/appointments/csc#s-lc-public-pt

> To request support via email, please use the following link: https://forms.gle/Aq6sThHm9T6weZD66

Online Writing Lab: Visit the Online Writing Lab for more information about the services they pro- vide, their online submission guidelines, and virtual writing conferences: https://ualr.edu/writingcenter/.

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Let's have a great semester – stay in touch!
Dr. Scranton