

**North Carolina State University**  
**School of Public and International Affairs**  
**Department of Public Administration**  
**PA 798 (002) Social Equity in the Public Sector, Fall 2020**

Professor: RaJade M. Berry-James, Ph.D.

Phone: 330-519-7519 (Mobile)

Office Hours: Wednesday 3:00 pm–5:00 pm

Office Email: [rmberryj@ncsu.edu](mailto:rmberryj@ncsu.edu)

Office Location: Virtual Only

Additional office hours by appointment

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### **National Academy of Public Administration**

The National Academy of Public Administration helps government leaders solve their most critical management challenges. NAPA was congressionally chartered in 1967 as a non-partisan non-profit Academy to give expert advice to government leaders in building and managing more effective, efficient, **equitable**, accountable, and transparent organizations. More than 850 Fellows have committed to improve governance and advance the field of public administration by focusing on Five Strategic Goals. In particular, Goal 5 reads, “The Academy will continue its commitment to raising and resolving issues of equity in governance, and to incorporating and modeling social equity in its own policies and practices.” As such, the 12 Grand Challenges in Public Administration, uphold NAPA’s commitment to “**Foster Social Equity**” recognized as “a key pillar of public administration alongside economy, efficiency, and effectiveness which addresses fairness, justice and equity within a variety of public contexts. To understand the state of affairs, read all about the Standing Panel on Social Equity in Governance as well as the recommendations from the Election 2020 Academy Working Group, <https://www.napawash.org/working-groups/standing-panels/social-equity-in-governance/>

### **American Society for Public Administration (ASPA)**

ASPA has a long history in the public service arena. It is the largest and most prominent professional association in the United States of America. ASPA has existed since 1939 and currently boasts a members of 8,000 practitioners, academicians, and students. Accordingly, “ASPA is an advocate for greater effectiveness in government, agents of goodwill and professionalism, publishers of democratic journalism at its very best, purveyors of progressive theory and practice, and providers of global citizenship. ASPA National Council are thoughtful decision makers, strategic minds and action-oriented volunteers who are committed to “building a positive organization culture, participating in ASPA’s development activities, and demonstrating a Duty of Care, Loyalty and Obedience. ASPA’s current leaders hold the position of President, President – Elect, Immediate Past President, Executive Director, District Representatives (I, II, III, IV, & V), International Director and Student Representative. In addition, the Conference of

Minorities in Public Administration (COMPA) reserves a seat on ASPA's National Council. Since 1984, ASPA has held high standards and practice of public servants to "advocate strong, effective and ethical public governance." In brief, ASPA members are committed to advance the public interest, uphold the constitution and the law, promote democratic participation, **strengthen social equity**, fully inform and advise, demonstrate personal integrity, promote ethical organizations, and advance professional excellence. Read more about Practices to Promote the ASPA Code of Ethics, at <https://www.aspanet.org/ASPADocs/ASPACodeofEthics-2013withPractices.pdf>. ASPA members may be sanctioned for their failure and refusal to uphold the Code of Ethics.

### **NASPAA Standards**

NASPAA is a global accreditor of graduate education in public service. The NC State MPA Program is accredited by NASPAA and trains graduates for leadership and management roles in public service. The MPA Program provides a generalist management education that develops knowledge, skills and critical values to be an effective public manager. The core curriculum prepares professional education in public policy and administration. For additional information on quality benchmarks that guide graduate public service programs, see <https://www.naspaa.org/accreditation/standards-and-guidance>. Thinking strategically about diversity and inclusion help graduate programs promote public service values as well as integrate initiatives that promote a climate of inclusiveness and cultural competency. NASPAA policy statements from the Commission on Peer Review and Accreditation (COPRA) help programs prioritize diversity and inclusion across the curriculum, faculty, staff, and student body.

### **Department of Public Administration**

The Department of Public Administration prepares graduate students for a range of public service leadership positions in legislative staff and government agencies at all levels to executive leadership in nonprofit organizations and on faculty in academic institutions. The Department offers a Ph.D. and Master of Public Administration (MPA), as well as graduate certificate programs in Public Policy and Nonprofit Management. The Department makes it possible for public administration professionals to study policy and theory, and explore practical implications, while graduate students continue to work full or part time. This creates an especially rich classroom experience, built on real-world learning examples and infinite opportunities.

## PhD Program Description

According to the PhD in Public Administration Handbook, the “NC State doctoral program in Public Administration aims to prepare the next generation of scholars who will define the field of public and nonprofit management as professors and scholar-practitioners in universities, governmental agencies and institutes of public affairs. Our PhD program offers advanced training and mentorship in the tools, relevant theories and methodologies for how to pose and answer the questions of greatest relevance to the discipline.”

See Department of Public Administration PhD in Public Administration Student Handbook, <https://drive.google.com/file/d/1i8ajJAdNtCDk4DzuHwii8hwyJoeHqK0a/view>

## Program Prerequisite/Co-requisite

All students who are enrolled in this course must be a degree-seeking student, a graduate certificate student, or non-degree (PBS) graduate student who has obtained the instructor’s permission.

## Course Description

*Social Equity* provides students with a basic understanding of existing and emerging theories to advance social equity. As a nation, we continue to see a cultural divide that exists among diverse groups and more importantly, we understand the high stakes that correlate with the effects of those gaps – wider disparities by race/ethnicity, gender and socio-economic status in economic, educational and quality of life benchmarks. This course is designed to explore critical pathways of access, diversity and inclusion and explain governmental approaches to achieve equitable outcomes. Using case studies and peer-reviewed literature, we will examine the structures, functions, processes and sectors capable of implementing strategies to bridge the gap between systemic disparities and societal outcomes that place social equity on a dimension of performance in the public sector.

In this course, to understand social equity, we will rely on the collective work of ASPA, NASPAA and in particular, fellows in the National Academy of Public Administration’s Board Directors who adopted social equity as the *fourth* pillar of public administration, along with economy, efficiency and effectiveness. As such, NAPA has defined *social equity* in the following way:

*The fair, just and equitable management of all institutions serving the public directly or by contract, and the fair 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* (National Academy of Public Administration, 2000).

## Course Objectives

This is a reading-intensive course that will be taught in a seminar style and require active participation from graduate students. Each student will demonstrate a theoretical and practical understanding of social equity in public policy, public affairs and public administration. Specifically, students will be introduced to the construct of social equity as it relates to the implementation of publicly-supported programs and evaluate its impact on the community. We will discuss how organizational and individual factors contribute to disparities among diverse dimensions of social groups and examine how administrative policies and practices can be adopted to advance social equity and close persistent gaps.

## Student Learning Outcomes

By the end of this course, students will be able to:

- Define the concept of social equity;
- Explain the theoretical underpinnings of social equity;
- Identify the language, philosophy and conceptualization of social equity as it relates to public service values;
- Illustrate how the intent of public leadership can promote the advancement of social equity;
- Understand and explain measurement issues relating to social equity analysis of public policies; and
- Evaluate and analyze political, organizational and methodological approaches to reduce or eliminate social inequities at the international, federal, state, local and community levels.

## Required Texts

H. George Frederickson. (2010). *Social Equity and Public Administration: Origins, Developments, and Applications*. New York, NY: Routledge.

King, Gary. (2006, January). Publication, Publication. *PS: Political Science and Politics*, Vol. XXXIX, No. 1. 119-125, <https://gking.harvard.edu/files/gking/files/paperspub.pdf>

King, Gary. (n.d.) How to Write a Publishable Paper as a Class Project. <https://gking.harvard.edu/papers>

## Additional Resources

The Social Equity KnowledgeBase, is a limited collection of peer-reviewed articles related to existing and emerging issues involving social equity. Knowledge evolves and new challenges emerge; therefore, this Knowledgebase does not represent every thought or idea related to the specialized field of social equity. Instead, this KnowledgeBase was assembled to compile resources and highlight the on-going conversation about issues related to social equity; thereby, giving field practitioners and academics a readily available information repository. Particularly, the goal of the KnowledgeBase is to examine our good deeds around the causal networks that influence the values, interests, motivations, and positions of key actors that implement public policies. See NC State Social Equity KnowledgeBase online at <http://oied.ncsu.edu/selc/knowledge-base/>

## Course Structure

For doctoral-level students, evaluation is based on class participation, discussion forums, oral presentations, a research paper and a written brief. When completing all class activities and assignments, students must work independently, unless group work is assigned. Activities related to this course and other forms of important communication will be sent to students via email. Therefore, **ALL** students must have working University email account. North Carolina State University provides an email account to all students – using “MyPack Portal” professors have easy access to student email addresses. Students are expected to manage their University account and update their contact information when necessary. It has been my experience that email accounts supported by Hotmail and other ISP providers are not reliable. Therefore, students must obtain a North Carolina State University (username@ncsu.edu) email for this class and can forward their university account to a preferred secondary email account. It is the responsibility of the student to ensure that his/her email account remains in working order.

Participation & Online Discussion Forums: Students are expected to attend every session to fully participate in class discussion. This requires that all students come to class prepared to discuss the main readings assigned each week. Students are expected to read and review assigned readings and instructional materials. Our activities will focus on practical applications of social equity in the public sector. We will use the Six Thinking Hats to guide our online discussion posts and examine social equity topics from different perspectives. Please see Moodle for a description of the different styles of thinking. You will need a White Hat, Red Hat, Black Hat, Yellow Hat, Green Hat and Blue Hat to participate fully! You can significantly contribute to our class, (a) by discussing pertinent issues raised in the readings, (b) by answering questions asked of you by the professor and other students in the class, (c) by working in small groups to develop realistic solutions to important problems, and (d) by participating in group activities which include discussion forums. Participation and Discussion is worth 20% of your grade.

Written Brief: Students enrolled in **PA 798 ONLY** must work independently when synthesizing articles under one topic area of their choice. Each student will create a matrix to synthesis the main ideas of the articles under the topic areas. Doctoral students will (a) prepare a written brief (no more than 5 pages) on the assigned reading; (b) synthesize articles from the assigned reading materials to shape discussion; and (c) lead the class discussion on the topic area. The written brief, a review of the literature, should include main ideas of sources, and can be no more than 5 pages. Use the “Writing A Literature Review and Using a Synthesis Matrix” to synthesize articles and write the literature review, available online [https://guides.library.jhu.edu/ld.php?content\\_id=16149009](https://guides.library.jhu.edu/ld.php?content_id=16149009).

The written brief should be posted on the discussion board and submitted in the assignment folder. Written brief is worth 20% of your grade.

Research Paper: Each student is required to replicate a study using King’s elements of the publishable paper from a topic area covered in the course. The research paper should be about 20 pages in length, include 20 – 40 peer reviewed sources as well as quantitative or qualitative information from a relevant database connected to the study that will be replicated. Please check the course schedule for two important deadlines: (1) draft paper and (2) final paper. Research Paper is worth 40% for final paper and 20% for a presentation related to your social equity topic area.

In addition to content, grades on written assignments (discussion forum posts, presentation and research paper) will reflect the quality of writing and organization of the paper. All sources of information, concepts, and data used in the written work must be fully identified and cited. They should be based on materials obtained from scholarly and professional books and journals, government documents, and other credible publications. Internet sources are not appropriate for this class unless they originate from the KnowledgeBase, think tanks and government sites. The assignments are due when noted on the course schedule.

All assignments must be written according to APA guidelines (see [www.apastyle.org](http://www.apastyle.org)), in addition to being typed and proofread prior to submission or post. The general outline for a paper includes (Title Page, Abstract, Text, References, Footnotes, Tables, Figures and Appendices). The APA format for papers includes a one-inch margin on all sides, double-space, text aligned to the left margin and a Times New Roman font size equal to 12. Late assignments subject to a 2 percentage point deduction per day.

**Grading Criteria:** The University’s regulation on grades and grade point average is available here [NCSU REG 02.50.03](#). The requirements for obtaining a grade of “Satisfactory” in the case of an S/U (Credit Only or Pass/Fail) course. Information about credit-only courses can be found here: [NCSU REG 02.20.15](#). The requirements and

procedures to audit the course as appropriate per the regulation on Audits available here: [NCSU REG 02.20.04](#).

Grades will be assigned according to following evaluation criteria:

Grading Scale							
A+	97 - 100	B+	87 - 89	C+	77 - 79	D+	67 - 69
A	93 - 96	B	83 - 86	C	73 - 76	D	63 - 66
A-	90 - 92	B-	80 - 82	C-	70 - 72	D-	60 - 62
						F	59 or lower

Your final grade will be based on the following weighted criteria:

Class Participation & Discussion Posts	20%
Research Paper (40%) and (20%) Presentation	60%
<u>Written Brief (PA 798 Students ONLY)</u>	<u>20%</u>
Total	100%

The professor reserves the right to make changes to the weekly discussions, reading schedule and course syllabus to meet the learning needs of students in the class and to accommodate any professional expectations or unplanned obligations. In advance, thank you very much for your understanding and flexibility.

Students may be required to disclose personally identifiable information to other students in the course, via digital tools, such as email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Students are responsible for reviewing the NC State University Policies, Rules, and Regulations (PRRs) which pertain to their course rights and responsibilities, including those referenced both below and above in this syllabus.

Please review the following NCSU academic regulations which will govern how the class our class will be conducted.

## ATTENDANCE

Students are expected to attend all classes. Attendance/Absence Policy (see [Attendance Regulation NCSU REG 02.20.03](#)). Note: Excuses for unanticipated absences must be presented to the instructor within one week after the return to class. A reasonable number of anticipated University excused absences as defined per the University's Attendance Regulation ([NCSU REG 02.20.03](#)) shall be accepted.

## CODE OF STUDENT CONDUCT

Academic Integrity statement: Students are expected to adhere to code of student conduct on all tests, assignments and course requirements. See the Code of Student Conduct ([NCSU POL11.35.01](#)) and Pack Pledge, as well as a statement that “Violations of academic integrity will be handled in accordance with the Student Discipline Procedures ([NCSU REG 11.35.02](#)).” All students are bound by the Code of Student Conduct which governs academic integrity at North Carolina State University. Therefore, students are required to review the definitions of academic dishonesty to avoid behaviors which are in violation of this code. In submitting an assignment, students consent that he/she neither gave nor received unauthorized aid. Students who violate the code of student conduct will receive zero points for that assignment only. Please see the website for a full explanation of the University Code of Student Conduct [http://www.ncsu.edu/policies/student\\_services/student\\_discipline/POL11.35.1.php](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php)

Late assignments **will not** be accepted (unless documentation of illness or incident is excused). Unexcused assignments submitted late may be graded on a reduced criteria, 5 points for each day late at the discretion of the instructor.

## UNIVERSITY POLICY ON INCOMPLETES

The NCSU policy on incompletes can be found in the *Graduate Handbook*. Please review this policy – incompletes will be given only when a student makes a formal request and when appropriate documentation accompanies the written request for an incomplete. Please see the university’s policy, available at <http://www.ncsu.edu/grad/handbook/sections/3.18-grades.html#I>.

## UNIVERSITY NON-DISCRIMINATION POLICIES

It is the policy of the State of North Carolina to provide equality of opportunity in education and employment for all students and employees. Accordingly, the university does not practice nor condone unlawful discrimination in any form against students, employees or applicants on the grounds of race, color, religion, creed, sex, national origin, age, disability, or veteran status. North Carolina State University regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing a welcoming environment in which all its students, faculty, and staff may learn and work up to their full potential. The University values the benefits of cultural diversity and pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box



7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (NCSU [REG 02.20.01](#)).

## END OF SEMESTER EVALUATIONS

Online class evaluations will be available for students to complete. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors.

Evaluation website: <https://classeval.ncsu.edu/>

Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)

More information about ClassEval: <http://www.ncsu.edu/UPA/classeval/>

## Additional Syllabus Language Provided by the Office of the Dean

Due to the Coronavirus pandemic, public health measures have been implemented across campus. Students should stay current with these practices and expectations through the [Protect the Pack](#) website (<https://www.ncsu.edu/coronavirus/>). The sections below provide expectations and conduct related to COVID-19 issues.

### Health and Participation in Class

We are most concerned about your health and the health of your classmates and instructors/TAs.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please work with your instructor on health accommodations and follow other university guidelines, including self reporting ([Coronavirus Self Reporting](#)): Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not come to class.
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.
- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your instructor for the appropriate process to make a COVID-19 request.

## Health and Well-Being Resources

These are difficult times, and academic and personal stress are natural results. Everyone is encouraged to [take care of themselves](#) and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center ([NCSU Counseling Center](#))
- Health Center ([Health Services | Student](#))
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: ([Share a Concern](#)).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program ([Pack Essentials](#)).

## Community Standards related to COVID-19

We are all responsible for protecting ourselves and our community. Please see the community expectations (<https://www.ncsu.edu/coronavirus/>) and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 [RUL 04.21.01 – Personal Safety Requirements Related to COVID-19 – Policies, Regulations & Rules](#)

## Course Expectations Related to COVID-19:

- **Face Coverings:** All members of the NC State academic community are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in class and in all NC State buildings. Face coverings should be worn to cover the nose and mouth and be close fitting to the face with minimal gaps on the sides. In addition, students are responsible for keeping their course/work area clean. Please follow the cleaning guidelines described by the university.
- **Course Attendance:** NC State attendance policies can be found at: [REG 02.20.03 – Attendance Regulations – Policies, Regulations & Rules](#) . Please refer to the course's attendance, absence, and deadline policies for additional details. If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you should not be penalized regarding attendance or class participation. However, you will be expected to develop a plan to keep up with your coursework during any such absences. If you become ill with COVID-19, you should follow the steps outlined in the health and participation section above. COVID 19-related absences will be considered excused; documentation need only involve communication with your instructor.
- **Course Meeting Schedule:** Your course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with the instructor.

- **Classroom Seating:** To support efficient, effective contact tracing, please sit in the same seat when possible and take note of who is sitting around you; instructors may also assign seats for this purpose.
- **Technology Requirements:** This course may require particular technologies to complete coursework. Be sure to review the syllabus for these expectations, and see the [syllabus technical requirements](#) for your course. If you need access to additional technological support, please contact the Libraries' Technology Lending Service: ([Technology Lending](#)).

### Course Delivery Changes Related to COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may need to change accordingly, including from in-person to online. Regardless of the delivery method, we will strive to provide a high-quality learning experience.

### Grading/Scheduling Changing Options Related to COVID-19

If the delivery mode has a negative impact on your academic performance in this course, the university has provided tools to potentially reduce the impact:

- **Enhanced S/U Grading Option:** [Enhanced Satisfactory/ Unsatisfactory Grading Option](#)
- **Late Drop:** [Enhanced Late Drop Option](#)

In some cases, another option may be to request an incomplete in the course. Before using any of these tools, discuss the options with your instructor and your academic advisor. Be aware that if you use the enhanced S/U, you will still need to complete the course and receive at least a C- to pass the course.

### Other Important Resources

- **Keep Learning:** [Keep Learning](#)
- **Protect the Pack FAQs:** [Frequently Asked Questions | Protect the Pack](#)
- **NC State Protect the Pack Resources for Students:** [Resources for Students | Protect the Pack](#)
- **NC State Keep Learning, tips for students opting to take courses remotely:** [Keep Learning Tips for Remote Learning](#)
- **Introduction to Zoom for students:** <https://youtu.be/5LbPzzPbYEw>
- **Learning with Moodle, a student's guide to using Moodle:** <https://moodle-projects.wolfware.ncsu.edu/course/view.php?id=226>
- **NC State Libraries** [Technology Lending Program](#)

## Class Participation Rubric

The following rubric will be used to measure your class participation on discussion boards and face-to-face discussion. Please familiarize yourself with this rubric, since my discussion assessment will rely on the use of this measure.

Discussion Board Rubric ( \_\_\_/20)

Criteria	Outstanding (4 points)	Strong (3 points)	Competent (2 points)	Limited (1 point)	Deficient (0 points)
<b>Response to the prompt</b>	Significantly exceeds the requirements of the question/problem with insightful and innovative response. Meets deadline.	Exceeds the requirements of the question/problem with well developed response. Meets deadline.	Meets the requirements of the question/problem but needs further explanation of the issues. Meets deadline.	Minimal attempt to respond to the prompt and limited understanding of the question/problem. Meets deadline.	No attempt made to answer the prompt or LATE.
<b>Critical Thinking<sup>1</sup></b>	Significant evidence of critical thinking (analysis, synthesis, evaluation) and integration of past or prior knowledge through the use of examples. <sup>2</sup>	Clear evidence of critical thinking (analysis, synthesis, evaluation) and integration of past or prior knowledge through use of examples. <sup>1</sup>	Adequate evidence of critical thinking (analysis, synthesis, evaluation) and some integration of past or prior knowledge through use of examples. <sup>1</sup>	Minimal evidence of critical thinking (analysis, synthesis, evaluation) with little or no integration of past or prior knowledge through the use of examples. <sup>1</sup>	No evidence of critical thinking or integration of past or prior knowledge. <sup>1</sup>
<b>Depth of insight<sup>2</sup></b>	Exceptional depth of insight demonstrated in explanation of theoretical issues. <sup>2</sup>	Significant depth of insight demonstrated in explanation of theoretical issues. <sup>2</sup>	Some depth of insight demonstrated in explanation of theoretical issues. <sup>2</sup>	Little depth of insight demonstrated in explanation of theoretical issues. <sup>2</sup>	No depth of insight demonstrated in explanation of theoretical issues. <sup>2</sup>
<b>Quality of Content</b>	Arguments are exceptionally well supported <sup>3</sup> . Rich content <sup>4</sup> . Secondary resources are correctly cited when asked. Observes netiquette.	Arguments are well supported <sup>3</sup> . Rich content <sup>4</sup> . Secondary resources are correctly cited when asked. Observes netiquette.	Arguments are adequately supported <sup>3</sup> . Adequate content <sup>4</sup> . Secondary resources are correctly cited when asked. Observes netiquette.	Arguments are not well supported <sup>3</sup> . Minimal content <sup>4</sup> . Secondary resources are not correctly cited when asked. Observes netiquette.	No support for the argument. Content is missing or incorrect <sup>4</sup> . Secondary resources are missing or not cited correctly. Observes netiquette.
<b>Mechanics (spelling, grammatical errors)</b>	No spelling or grammatical errors.	No spelling or grammatical errors.	No spelling or grammatical errors.	1-2 spelling or grammatical errors.	3 or more spelling or grammatical errors.
<b>Total Points</b>					

### References:

<sup>1</sup>, <sup>2</sup>, <sup>3</sup> University of Illinois at Springfield, Office of Technology-Enhanced Learning, Illinois Online Network Discussion Board Rubric, Retrieved 6/25/09 [http://otel.uis.edu/Portal/teachers/db\\_rubric.htm](http://otel.uis.edu/Portal/teachers/db_rubric.htm)

<sup>4</sup>Restine, K. (2008, May 9). *Communicate your Expectations for the Discussion Board*. Retrieved 6/29/09 from the Connexions Web site: <http://cnx.org/content/m16204/1.1/>

Shea, Virginia (1995-2005). *Netiquette, The Core Rules of Netiquette* Retrieved 6/29/09 <http://www.albion.com/netiquette/corerules.html>

## SOCIAL EQUITY COURSE SCHEDULE

See Moodle for Topic Areas/Dates

### Week 1

#### Topic Area: Introduction to Social Equity

- Overview of learning objectives, class participation and writing assignments
- Introduction to the concept of social equity and the causal networks that influence the values, interests, motivations and positions of key actors that implement public policies.

### Week 2

#### Topic Area: Framing Social Equity

- **Frederickson, H. George.** “Thick Social Equity.” 12<sup>th</sup> Annual Social Equity Leadership Conference [Conference]. Raleigh. 6 June. 2013.
- **Frederickson, H. G.,** The State of Social Equity in American Public Administration, (2005). *National Civic Review*, 94(4), 31-38. [Tags: Social Equity]
- **Glaser, M. A., Hildreth, W. B., McGuire, B. J., & Bannon, C.,** Frederickson’s Social Equity Agenda Applied, (2011). *Public Integrity*, 14(1), 19-38. [Tags: Social Equity]
- **Glaser, M.,** Social Equity and the Public Interest, (2012). *Public Administration Review*, 72(s1), 14-15. [Tags: Social Equity Policy]
- **DeLeon, P., & DeLeon, L.,** What Ever Happened to Policy Implementation? An Alternative Approach,(2002). *Journal of Public Administration Research and Theory*, 12(4), 467-492. [Tags: Policy Implementation]
- **Guy, M. E., & McCandless, S. A.,** Social Equity, Its Legacy, Its Promise, (2012). *Public Administration Review*, 72(s1), 5-13. [Tags: Social Equity Policy]
- **Norman-Major, K.** Balancing the Four Es: or Can We Achieve Equity for Social Equity in Public Administration? *Journal of Public Affairs Education*, 17(2), 233-252. [Tags:

### Week 3

#### Topic Area: Continued Framing Social Equity

### Week 4

#### Topic Area: Dimensions of Social Equity

- **Ewoh, A.,** Managing and Valuing Diversity: Challenges to Public Managers in the 21st Century,(2013). *Public Personnel Management*, 42(2) 107-122.
- **Brewer, G. A., & Selden, S. C.,** Why Elephants Gallop: Assessing and Predicting Organizational Performance in Federal Agencies, (2000). *Journal of Public Administration Research and Theory*, 10(4), 685-712. [Tags: Organizational Performance Measures]

- **Chun, Y. H., & Rainey, H. G.,** Goal Ambiguity in U.S. Federal Agencies,(2005). *Journal of Public Administration Research and Theory*, 15(1), 1-30. [Tags: Organizational Performance Measures]
- **Collins, B. K., & Gerber, B. J.,** Taken for Granted: Managing for Social Equity in Grant Programs,(2008). *Public Administration Review*, 68(6), 1128-1141. [Tags: Social Equity Policy]
- **Riccucci, N.,** The Pursuit of Social Equity in the Federal Government: A Road Less Traveled?, (2009). *Public Administration Review*, 69(3), 373-382. [Tags: Social Equity Policy]

## Week 5

### Topic Area: Bureaucratic Outcomes

- **Font, S. A., Berger, L. M., & Slack, K. S.,** Examining Racial Disproportionality in Child Protective Services Case Decisions, (2012), *Children and Youth Services Review*. [Tags: Social Equity]
- **Gooden,S., D. Jones, K. Martin, M. Boyd,** Social Equity in Local Emergency Management Planning,(2009). *State and Local Government Review*, 41.1: 1-12. [Tags: Social Equity Policy]
- **Jameson, J. K., Metelsky, B.** “Nonprofit Board Governance: Challenges of Inclusivity and Voice.” 12<sup>th</sup>Annual Social Equity Leadership Conference [Conference]. Raleigh. 6 June. 2013. [Tags: Nonprofits]
- **Johnson, R.,** Promoting Social Equity in Public Administration: A Much Needed Topic in the Twenty-First Century, (2012), *Public Administration Review*, 72: 471-473. [Tags: Social Equity Policy]
- **Maynard-Moody, S. and Musheno, M.,** Social Equities and Inequities in Practice: Street-Level Workers as Agents and Pragmatists, (2012), *Public Administration Review*, 72: 16-23. [Tags: Social Equity Policy]
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