

# GVPA 672 / PPAD 791 / PADM 691: Social Equity and Public Policy Analysis

VIRGINIA COMMONWEALTH UNIVERSITY

L. DOUGLAS WILDER SCHOOL OF GOVERNMENT AND PUBLIC AFFAIRS

SPRING 2022

GVPA 672 – C51 / PPAD 791 – C91 / PADM 691 – C51

COUSE NUMBER 40760 / 41759 / 42975

SYNCHRONOUS ONLINE – THURSDAYS FROM 4:00–6:40 PM

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Instructor: <b>Lindsey L. Evans, PhD</b> ( <a href="#">she/her</a> )	Course location: Online, Synchronous
Email: <a href="mailto:EvansLL@vcu.edu">EvansLL@vcu.edu</a>	Meeting time: Thursdays from 4:00–6:40 pm
Phone: 804.828.0994	Office hours: Wednesdays from 12:00–1:00 pm

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## Course Description

This interdisciplinary survey course is designed to introduce graduate students to the concept of social equity and its relationship to public policy from theoretical and applied perspectives. The primary social equity focus of the course is racial inequities in the United States. The [National Academy of Public Administration](#) adopted social equity as the fourth pillar of public administration, along with economy, efficiency, and effectiveness. Social equity is defined as “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).” This presents a unique set of opportunities and challenges to public policy researchers in defining, measuring, and evaluating social equity in public policy.

## Educational Outcomes and Course Objectives

The primary goal of this course is to provide students with the knowledge and skills necessary to critically understand and analyze social equity and public policy at the graduate level. This reading-intensive course will be taught in a seminar style and requires active participation. The course will help students better understand social equity in the context of public policy analysis in an active, theoretical, and applied learning environment.

## Learning Objectives

Upon completion, students who fully participate in the course will be able to:

1. Define the concept of social equity, with a specific application to race
2. Compare and analyze the theoretical underpinnings of social equity
3. Critically apply the importance of social equity within public administration
4. Discuss measurement approaches relating to social equity analysis of public policies
5. Evaluate political, organizational, and methodological approaches to reduce or eliminate social inequities
6. Analyze and compare the complexity of social equity analysis through case study examination
7. Critique social equity impacts of proposed legislation at the state level
8. Compare and contrast policy alternatives and tradeoffs involved among alternatives

Course readings, activities, and assignments will help students develop these competencies.

## NASPAA Competencies

This course addresses each of the five universal required competencies as articulated by NASPAA:

- i. Lead and manage in public governance;
- ii. Participate in and contribute to the policy process;

- iii. Analyze, synthesize, think critically, solve problems and make decisions;
- iv. Articulate and apply a public service perspective; and,
- v. Communicate and interact productively with a diverse and changing workforce and citizenry.

## Program Mission Statement

The mission of the Master of Public Administration (MPA) program is to develop creative, principled leaders who understand the demands placed upon local, national, and global public and nonprofit institutions and are equipped with skills in program management and policy analysis. Applying theory and practice, the program addresses complex social problems while advancing collaborative, effective, equitable, and ethical democratic governance.

## Required Material

All required readings will be available on the Canvas course, arranged by week. These required readings will serve as the basis for our fundamental understanding of social equity and public policy analysis, while discussions among students combine academic journals and news articles as cases to apply concepts and principles in practice.

Recommended text: American Psychological Association. (2020). [Publication manual of the American Psychological Association \(7th ed.\)](https://doi.org/10.1037/0000165-000). <https://doi.org/10.1037/0000165-000>

It is also essential to have access to news articles about fairness, equity, and justice from national and local newspapers (i.e., NY Times, Wall Street Journal, The Guardian, Richmond Times-Dispatch).

## Technological Requirements

As this is an asynchronous online course, students are required to have:

- Knowledge of basic computer operation;
- Access to a computer with an office suite such as MS Office;
- Access to a computer with a camera and headset (or audio and microphone capabilities);
- High-speed access to the internet;
- VCU email account; and,
- Established login procedures to [myVCU](#) and [Canvas](#).

I have found that online synchronous classes tend to go much better when everyone can see each other's facial and physical expressions, so please join each session with both your video and audio connection, using a headset or earbuds to connect your audio (as it significantly reduces feedback). Be sure to secure this and check your hardware before our first class meeting.

## Online Learning Resources

This VCU site hosts several resources to help you with your online learning and continuing education this semester: <https://ts.vcu.edu/askit/online-learning-resources-during-covid-19/>

## University Syllabus Statements

Students should visit <http://go.vcu.edu/syllabus> and review all syllabus statement information. The full university syllabus statement includes information on safety, registration, the VCU Honor Code, student conduct, withdrawal, and more.

## Commitment to Social Equity, Diversity, and Inclusion

The L. Douglas Wilder School of Government and Public Affairs places diversity, equity, and inclusion at the forefront of its work. In this class and throughout the school, every student is seen as an important and equal member of the group. The unique backgrounds and identities of each student - including race, ethnicity, sexual orientation, gender, physical and mental ability, socioeconomic status, age, national origin, religion, political affiliation, and other characteristics – all serve to strengthen and

enrich the learning environment. In this class, you are encouraged to share your own experiences and point of view to the extent that you are comfortable; you are also expected to allow others to do the same. You are encouraged to speak freely, to ask questions, and to challenge assumptions while also ensuring that you remain respectful to and considerate of your classmates, and, as your instructor, I will do the same. If you have any concerns, you are welcome to contact me to discuss them. You may also contact VCU's [Equity and Access Services](#), the [Dean of Students](#)/Title IX Office, and the Office of Inclusive Excellence.

## Course Policies

In this section, I describe how this class will operate. These policies and procedures have several goals: 1) they indicate your responsibilities; 2) they will keep you on track to complete the course successfully; and 3) they stipulate my responsibilities as the instructor.

### Method of Instruction

This is a reading-intensive course taught in a seminar style and requires active participation in online synchronous meetings. Course topics will be explored through required readings, activities, discussions, and written assignments.

### Communication Policy

When sending email correspondences in this course, be sure to properly address these to Professor or Dr. Evans and to include your name at the end. I typically respond to email requests within 24 hours during the week (Monday–Thursday) and 48 hours on the weekends (Friday–Sunday) and holidays. However, I will not answer emails addressed incorrectly nor when you have not included your name at the end.

As this is a cross-listed course, I am unable to provide a complete class roster in Canvas. If you would like to reach out to your colleagues in the class, you can send them a message directly in Canvas – which also sends a copy to VCU email. See [this guide](#) for detailed instructions.

### Course Canvas and University Email

Be sure to check [Canvas](#) regularly – required readings, assignments, meeting links, and supplemental course content will be available on the course site. You are also expected to check your university email regularly for announcements, assignments, and grade updates. All official course communication (e.g., schedule changes, etc.) will be handled through your university email and/or [Canvas](#).

### Office Hours

On Wednesdays from 12:00–1:00 pm, I will have [open, virtual office hours](#) for this course. Feel free to “drop by” my office anytime during those hours. If you would like to meet with me outside of these hours (virtually or in person), please email me for an appointment—I will be happy to accommodate you.

### Attendance Policy

As graduate students who are expending resources to take this course, it is in your best interest to regularly attend and arrive on time for each course session. If you cannot attend a class, please email prior to class. If it is necessary for a student to miss one class session, the work should be “made up” by consulting other students and their notes. Late arrivals, early departures, and any absences beyond one class will negatively affect the class participation component of your grade.

### Class Atmosphere

Our diversity of experience, starting assumptions, and ways of approaching problems are the most enriching aspects of this course. Each of us has an important and equal role in creating and maintaining a positive class atmosphere—an environment that is conducive to learning where all of us feel included, valued, and respected.

In this course, please maintain an open mind to the differences around you—you are encouraged to place a positive value on those differences. I will acknowledge your diversity of learning styles by designing activities that involve distinct learning preferences (experiential, abstract, concrete, and intuitive). I encourage you to acknowledge your diversities by listening and participating actively with one another. It is important that you listen to students whose opinions differ from your own, arguing with the opinions while remaining respectful of the individuals who hold them.

You are expected to complete each of the assigned readings before coming to class, be attentive during the course meetings, and actively participate in class discussions. You are also expected to listen respectfully to others when they are speaking. Racism, sexism, homophobia, ageism, and other forms of bigotry are inappropriate to express in this course.

## Class Preparation

As a graduate course, you should expect to devote *at least* nine (9) out-of-class hours preparing for this class each week.

## Technology in the Classroom

The use of technology resources during classes should be limited to necessary and appropriate functions. Please be respectful and refrain from texting, scrolling, surfing, messaging, etc., during class.

## Late Work Policy

It is your responsibility to complete and submit assignments when they are due. *Late assignments will only be permitted in exceptional circumstances.* However, this must be discussed with me before the assignment due date. If approved, there will be a 20%-point deduction for each day an assignment is late.

## Writing Format

For all written assignments, please submit a Word document file and adopt the following format:

1. APA writing and citation format (7<sup>th</sup> Edition);
2. Use headings and subheadings to delineate paper sections;
3. Double spaced lines throughout (no additional spacing before or after paragraphs);
4. 1-inch margin on all sides (sides, top, and bottom); and,
5. 11 point, Arial or Helvetica-style font style (including headers and footers).

Helpful resources for writing in APA style can be found at [apastyle.apa.org](http://apastyle.apa.org) and [owl.purdue.edu](http://owl.purdue.edu).

## Academic Honesty

Academic honesty and integrity are important to graduate work. The responsibility for ensuring academic honesty and integrity lies with all of us. Academic dishonesty is prohibited at Virginia Commonwealth University. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. Forms of academic dishonesty include:

- Plagiarism—use of distinctive ideas or words belonging to another person without adequately acknowledging that person's contribution.
- Fabrication and Falsification—intentional and unauthorized alteration or invention of any information or citation in an academic exercise.
- Cheating—intentionally possessing, communicating, using, or attempting to use materials unauthorized by the instructor, information, notes, or other devices, in an academic exercise.
- Multiple Submission—submissions of substantial portions of written or oral academic work that has previously earned credit, when such submission is made without instructor authorization.

- Misuse of Academic Materials—intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.
- Complicity in Academic Dishonesty—intentionally or knowingly contributing to the academic dishonesty of other individuals.

The VCU Honor System policy describes our responsibilities: “Members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty, ethics, and integrity at all times.” Students are expected to read the policy in full and learn about requirements here: <https://conduct.students.vcu.edu/vcu-honor-system/>

### Plagiarism Review

All papers and assignments undergo a plagiarism review. All assignments are Turnitin enabled, a plagiarism detection software in [Canvas](#). Please make your work your own, use proper citations, and act with integrity. I will deal with infractions individually, which could involve: 1) failing the assignment or rewriting the assignment for reduced points; 2) failing the course; and 3) further disciplinary action in coordination with school administration.

### Student Success

The [Wilder School Office of Student Success \(OSS\)](#) is committed to providing and supporting learning opportunities for self-assessment and reflection, experiential education, and career development and exploration. OSS offers various services to assist students (i.e., internships, scholarships, professional development) and is equally committed to building and sustaining relationships with high integrity employers for the mutual benefit of their organization and Wilder School students.

### Health and Participation in Class

I am concerned about your health. If you test positive for COVID-19 or are told by a healthcare provider that you are presumed positive for the virus, please reach out to me. 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 participating in this course, please contact me. Please contact me if you need to request an academic consideration related to COVID-19.

### Health and Well-Being Resources

These are challenging times, and academic and personal stress are natural results. Everyone is encouraged to take care of themselves and their peers. There are resources on campus to help you:

- VCU Counseling Center – <https://counseling.vcu.edu/>
- Student Health Services – <https://health.students.vcu.edu/>

If you are experiencing food, housing, or financial insecurity, please contact the [Dean of Students' office](#) to receive additional resources to assist in times of a crisis.

## Course Requirements

You should regularly check Canvas for announcements, assignments, discussions, and grade updates. More information on the course requirements and detailed grading rubrics are provided in [Canvas](#).

### Course Participation and Discussion (7.5%)

Active class participation is dependent upon extensive preparation before class. Each student is expected to complete all required readings before class and come to class ready to question, listen, learn, analyze, critique, and discuss. Participating in the class discussion requires academic professionalism in discourse – listening to students whose opinions differ from your own, discussing differences in opinion while remaining respectful of the individuals who hold them.

### Reading Quizzes (5%)

There will be a short quiz at the beginning of each synchronous class meeting (straightforward if you have read). No make-up quizzes will be given.

If you would like to submit a quiz question for consideration, please email it to me ([EvansLL@vcu.edu](mailto:EvansLL@vcu.edu)) the evening before class (by 11:59 pm). Students who submit a quiz question the evening before will receive ½ credit for that week's quiz.

### Discussion Leader (15%)

Students will serve as discussion co-leaders from a theoretical and applied perspective twice during the semester. Specified students (typically two) will lead the discussion and provide a 1-2 page single-spaced theoretical or applied critique due the Sunday evening before the assigned class meeting.

### One-Page Paper Proposal (2.5%)

Preliminary identification of policy and background context (about one page).

### Paper – Part A (15%)

Identification of policy and social equity context (about ten double spaced pages, not including references).

### Paper – Parts A & B (20%)

Includes revised part A (about ten double spaced pages) and part B, legislative analysis and preliminary racial impact analysis (about ten double spaced pages).

### Formal Video Presentation of Final Paper (10%)

Students will formally present their final paper in a video recording. These will be shared with and evaluated by course peers towards the end of the semester.

### Final Paper – Parts A, B, & C (25%)

Includes revised parts A and B (about twenty double spaced pages) and part C, final racial impact analysis and recommendations (about ten double spaced pages).

## Evaluation and Grading

It is possible to accumulate 1000 total points in the course. Dividing your total points earned by the 1000 possible points will determine the effective percent.

Assignment	Due	Point Value
Course participation and discussion	Weekly	75
Reading quizzes	Weekly	50
Discussion leader	Various	150
One-Page Proposal	Thursday, February 3 <sup>rd</sup> by 3:59 pm	25
Paper – Part A	Sunday, February 20 <sup>th</sup> by 11:59 pm	150
Paper – Parts A & B	Thursday, March 24 <sup>th</sup> by 11:59 pm	200
Formal Video Presentation	Sunday, April 24 <sup>th</sup> by 11:59 pm	100
Final Paper – Parts A, B, & C	Thursday May 5 <sup>th</sup> by 11:59 pm	250
<b>Total Possible Points</b>		<b>1000</b>

## Grading Scale

This course operates on a ten-point grading scale:

A	B	C	D	F
≥ 90%	89.9 – 80%	79.9 – 70%	69.9 – 60%	≤ 59.9%
1000-900	899 – 800	799 – 700	699 – 600	≤ 599

In general, letter grades in the A-range indicate exceptional or above average work for a graduate student, letter grades in the B-range indicate good or average performance, letter grades in the C-range indicate work that is generally insufficient or below average. Graduate students receiving a grade of C or lower may not receive course credit.

\*It may become necessary to modify this syllabus and course components. Students will be notified promptly of any changes.

## Course Schedule

Date	Topic	Required Readings	Assignments
<b>Week 1 –</b> Thursday, January 20	<b>Course Introduction and the Concept of Social Equity</b>	Frederickson, H. G. (2010). Social equity: The democratic context and the compound theory. In Social equity and public administration: Origins, developments, and applications. Routledge. Stone, D. (2002). Equity. In Policy paradox: The art of political decision making: 39-60. Norton. Standing Panel on Social Equity in Governance. (2005). Sounding the call to the public administration community: The social equity challenges in the US. National Academy of Public Administration: 1-30. <u>Case focus:</u> Virginia Commission to Examine Racial Inequity. (2020). (Introduction and Executive Summary)	
<b>Week 2 –</b> Thursday, January 27	<b>Social Equity, Public Administration and Policy</b>  <i>Guest speaker:</i> Nia Rogers, Public Affairs Research Librarian, Government Documents Coordinator, VCU Libraries	<a href="#">Course library research guide</a> Frederickson, H. G. (2005). The state of social equity in American public administration. National Civic Review, 94(4): 31-38. Hochschild, J. (1995). What is the American Dream? In Facing up to the American dream: 15-38. Wooldridge, B, & Gooden, S. T. (2009). The epic of social equity. Administrative Theory and Praxis, 31(2): 225-37. Wilkinson. (2011). How economic inequality harms societies. (Video). <a href="https://www.ted.com/talks/richard_wilkinson_how_economic_inequality_harms_societies#t-37698">https://www.ted.com/talks/richard_wilkinson_how_economic_inequality_harms_societies#t-37698</a> <u>Case focus:</u> Kent & Ricketts. 2021. Wealth gaps between white, black, and Hispanic families. Federal Reserve Bank of St. Louis.	
<b>Week 3 –</b> Thursday, February 3	<b>Social Equity Administration and Implementation</b>  <u>Discussion Leader:</u> Rhoda Kalu Tasie	Racial Equity Tools (2020). Core concepts and glossary. <a href="http://www.racialequitytools.org/resources/fundamentals/core-concepts">www.racialequitytools.org/resources/fundamentals/core-concepts</a> Lipsky, M. (1980). Street-level bureaucracy: Dilemmas of the individual in public services. Russell-Sage Foundation: 3-53. <u>Case focus:</u> US Department of Justice, Civil Rights Division. (2015, March 4). Investigation of the Ferguson police department: 1-102.	One-Page Proposal Due (Thursday, 2/3 before class) Guidelines for Paper A distributed



<p><b>Week 4 –</b> Thursday, February 10</p>	<p><b>Theoretical and Managerial Approaches to Social Equity</b></p> <p><u>Discussion Co-Leaders:</u> Amy Miller Raj Pandit</p>	<p>Gooden. (2014). “Nervousness, Social Equity, and Public Administration” and “Nervousness and Public Sector Organizations” In <i>Race and Social Equity: A Nervous Area of Government</i>: 3-20 and 60-78.</p> <p>powell et al. (2019). Targeted Universalism: Policy &amp; Practice. Haas institute: Berkeley, CA.</p> <p>Rawls. (1971). <i>A Theory of Justice</i>. Cambridge, MA: Harvard University Press: 118-130.</p> <p><a href="#">Targeted Universalism: Animated Video</a>. Haas institute: Berkeley, CA.</p> <p><u>Case focus:</u> Lam-Hine and Ake. <a href="#">Implementing Targeted Universalism Case Study: King County, WA</a>. December 15, 2020.</p>	
<p><b>Week 5 –</b> Thursday, February 17</p>	<p><b>Connecting Historical and Contemporary Social Equity and Public Policy Challenges</b></p> <p><i>Guest speaker:</i> Susan T. Gooden, PhD, Dean and Professor, Wilder School</p>	<p>In-class video: “The House we Live In” Race: The Power of an Illusion,” PBS.</p>	<p>Paper Part A Due (Sunday, 2/20) <a href="#">Submit paper on Canvas</a></p>
<p><b>Week 6 –</b> Thursday, February 24</p>	<p><b>Social Equity Analytical Tools</b></p> <p><u>Discussion Co-Leaders:</u> Jaz Camacho Will Milo</p>	<p>Mintrom. (2012). Chapter 15: “Race Analysis” in <i>Contemporary Policy Analysis</i>: 267-284.</p> <p>Nelson and Brooks. (2016). Racial Equity Toolkit: An Opportunity to Operationalize Equity: 1-28. <a href="http://www.racialequityalliance.org">www.racialequityalliance.org</a></p> <p>Pager. (2007). The Use of Field Experiments for Studies of Employment Discrimination. <i>Annals of the Academy of Political and Social Sciences</i>: 104-133.</p> <p>Pager. (2004). The Mark of a Criminal Record. <i>FOCUS</i>: 44-47.</p> <p><u>Case focus:</u> “Discrimination against Persons with Disabilities: Barriers at Every Step” US Department of Housing and Urban Development, June 2005: 1-60.</p>	<p>Guidelines for Paper B distributed</p>
<p><b>Week 7 –</b> Thursday, March 3</p>	<p><b>Performance Measurement and Social Equity</b></p> <p><u>Discussion Co-Leaders:</u></p>	<p>Charbonneau and Riccucci. (2008). Beyond the Usual Suspects: An Analysis of the Performance Measurement Literature on Social Equity Indicators in Policing. <i>Public Performance &amp; Management Review</i> 31(4): 604-620.</p> <p>Blessett et al. (2018). Moving from Theory to Practice: An Evaluative Assessment of Social Equity approaches. <a href="https://aspacap.files.wordpress.com/2018/10/cap-theory.pdf">https://aspacap.files.wordpress.com/2018/10/cap-theory.pdf</a></p> <p>Williams. (1947). Minority Groups and OPA. <i>Public Administration Review</i> 7(2): 123-128.</p>	

	Amidu Kalokoh Leah Shotwell	<u>Case focus:</u> Sanchez et al. (2003). Moving to Equity: Addressing Inequitable Effects of Transportation Policies on Minorities. Center for Community Change and the Civil Rights Project Harvard University: 1-40.	
<b>Week 8 –</b> Thursday, March 10	<i>Spring Break – No Class Meeting</i>		
<b>Week 9 –</b> Thursday, March 17	<b>Political Dimensions of Social Equity</b>  <u>Discussion Co-Leaders:</u> Shae Lambert Matt Novak	Dooley. (2019) “Reexamining the Impact of Medicaid Expansion in a Post-Affordable Care Act Environment from a Critical Race Perspective,” <i>Journal of Public Management &amp; Social Policy</i> 26(1). Gooden. (2014). Chapter 5: “Seattle’s Race and Social Justice Initiative” in <i>Race and Social Equity: A Nervous Area of Government</i> : 79-101. powell. (2012). Chapter 1: Post-Racialism or Targeted Universalism? In <i>Racing to Justice</i> : 3-28. <u>Case focus:</u> Racial equity impact assessment: Qualified allocation plan. Chicago Department of Housing, 2021.	
<b>Week 10 –</b> Thursday, March 24	<i>No Class Meeting – Submit your paper on <a href="#">Canvas</a></i>		Paper Due: Revised Parts A + B (Thursday, 3/24)
<b>Week 11 –</b> Thursday, March 31	<b>Criminal Justice</b>  <u>Discussion Co-Leaders:</u> Mary Doberneck Hollie MacDonald	Hinton et al. (2018). An unjust burden: The disparate treatment of black Americans in the criminal justice system. New York: Vera Institute of Justice. King and Wheelock. (2007). Group Threat and Social Control: Race, Perceptions of Minorities, and the Desire to Punish. <i>Social Forces</i> 85: 1255-1280. Kutateladze et al. (2014). Cumulative Disadvantage: Examining Racial and Ethnic Disparity in Prosecution and Sentencing. <i>Criminology</i> 52: 514-551. <u>Case focus:</u> A Vast Racial Gap in Death Penalty Cases. Adam Liptak. New York Times. August 3, 2020.	Guidelines for Paper C and final video distributed
<b>Week 12 –</b> Thursday, April 7	<b>Health</b>  <u>Discussion Leader:</u> Shlok Grover	Place Matters: Ensuring Opportunities for Good Health for All, Joint Center for Political and Economic Studies: Health Policy Institute, September 2012 Chae et al. (2011) Conceptualizing Racial Disparities in Health. <i>Du Bois Review</i> 8(1): 63-77. Gourdine. (2019) We Treat Everybody the Same: Race Equity in Child Welfare. <i>Social Work in Public Health</i> , 34(1): 75-85.	

		<p>Strompolis et al. (2019). The Intersectionality of Adverse Childhood Experiences, Race, and Income: Implications for Policy, <i>Journal of Prevention &amp; Intervention in the Community</i> 47(4): 310-324.</p> <p><u>Case focus</u>: Wenner Moyer, M. (2022, March 28). Women are calling out ‘medical gaslighting.’ New York Times. <a href="https://www.nytimes.com/2022/03/28/well/live/gaslighting-doctors-patients-health.html?">https://www.nytimes.com/2022/03/28/well/live/gaslighting-doctors-patients-health.html?</a></p>	
<p><b>Week 13 –</b> Thursday, April 14</p>	<p><b>Education</b></p> <p><u>Discussion Co-Leaders:</u> Anthony Burley Brian Glass</p>	<p>Data Snapshot: 2017-2018. National Data on School Discipline by Race and Gender. Georgetown Law Center on Poverty and Inequality</p> <p>Edwards and Marshall. (2020). Undressing policy: a critical analysis of North Carolina public school dress codes, <i>Gender, and Education</i> 32(6) 732-750.</p> <p>Faircloth. (Winter 2020-2021). <a href="#">The education of American Indian students: A brief history.</a> American Federation of Teachers.</p> <p>Rampey et al. (2021). National Indian Education Study 2019 (NCES 2021-018). US Department of Education. Washington, DC: IES NCES.</p> <p><u>Case focus</u>: Ensuring Education Equity, Richmond Racial Equity Essays 2021</p>	
<p><b>Week 14 –</b> Thursday, April 21</p>	<p><b>Environment</b></p> <p><u>Discussion Co-Leaders:</u> Les Carter Dominic Zicari</p>	<p>Goodling, E. (2020). Intersecting hazards, intersectional identities: A baseline Critical Environmental Justice analysis of US homelessness. <i>Environment and Planning E: Nature and Space</i>, 3(3), 833–856.</p> <p>Mikati et al. (2018). Disparities in Distribution of Particulate Matter Emission Sources by Race and Poverty Status. <i>American Journal of Public Health</i> 108: 480-485.</p> <p>Norton et al. (2007). “Race, Wealth, and Solid Waste Facilities in North Carolina” <i>Environmental Health Perspectives</i>, pp. 1344-1350.</p> <p><u>Case focus</u>: Freakonomics Radio. (2021). <a href="https://omny.fm/shows/freakonomics-radio/this-is-your-brain-on-pollution">This is your brain on pollution.</a> (Podcast) <a href="https://omny.fm/shows/freakonomics-radio/this-is-your-brain-on-pollution">https://omny.fm/shows/freakonomics-radio/this-is-your-brain-on-pollution</a></p>	<p>Final Video Due (Sunday, 4/24)</p>
<p><b>Week 15 –</b> Thursday, April 28</p>	<p><b>Course Conclusion and Final Class Meeting</b></p>	<p>Blessett, Brandi, et al. (2018). Minnowbrook 50 Social Equity Manifesto.</p> <p>Gooden, S. T. (2015). From equality to social equity. In, M. E. Guy and M. M. Rubin, <i>Public administration evolving: From foundations to the future</i>. Routledge.</p> <p><u>Case focus</u>: The Ahmaud Arbery trial offers lessons for American politics. David Leonhardt, The Morning, New York Times. November 30, 2021.</p>	
<p><b>Finals Week</b></p>	<p><i>No Class Meeting – Submit your final paper on <a href="#">Canvas</a></i></p>		<p>Final Paper Due: Revised Parts A + B + C (Thursday, 5/5)</p>