

Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area Public Affairs, John Glenn Col
Fiscal Unit/Academic Org John Glenn College of Pub Aff - D4240
College/Academic Group John Glenn College of Pub Aff
Level/Career Undergraduate
Course Number/Catalog 2170
Course Title Equity, Justice, and Public Service
Transcript Abbreviation Eqt Jus Pub Serv
Course Description Through exploration of the definitions and intersectionality of concepts including race, gender, ethnicity, and socio-economic status, this course examines how public administration management decisions and policy result – or not – in socially equitable application.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 44.0401
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

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

Content Topic List

- Social Equity, Diverse Populations and Intersectionality: Establishing our understanding of definitions, concepts and historical context within Public Administration
- Values in Public Administration
- Social Equity in Public Leadership
- Population statistics review
- Fairness, Justice and Equity: How does that manifest into treatment of diverse populations?
- Policy and its implications for diverse populations: Health Policy
- Policy and its implications for a diverse populations application: Redistricting
- Policy and its implications for a diverse populations application: Redistricting continued
- Racial Equality Impact Assessments
- Leading Equitable Communities
- Budget
- Sustaining Equitable Communities
- Data and Social Equity
- Reflection

Sought Concurrence

Yes

Attachments

- PUBAFRS 2170 Application of the GE Foundations Race12 4 21.pdf: GE Foundations Description
(Appeal. Owner: Adams,Christopher John)
- Concurrence_Sociology.pdf: Concurrence from Sociology
(Concurrence. Owner: Adams,Christopher John)
- Concurrence_Social Work.pdf: Concurrence from Social Work
(Concurrence. Owner: Adams,Christopher John)
- Syllabus PUBAFRS 2170revisedfinaldraft03_11_22.docx: Revised Syllabus
(Syllabus. Owner: Adams,Christopher John)

Comments

- Please see Panel feedback email sent 03/04/2022. *(by Hilty,Michael on 03/04/2022 04:21 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Adams,Christopher John	01/20/2022 01:08 PM	Submitted for Approval
Approved	Adams,Christopher John	01/20/2022 01:10 PM	Unit Approval
Approved	Adams,Christopher John	01/20/2022 01:11 PM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	01/20/2022 01:53 PM	College Approval
Revision Requested	Hilty,Michael	03/04/2022 04:21 PM	ASCCAO Approval
Submitted	Adams,Christopher John	03/14/2022 09:05 AM	Submitted for Approval
Approved	Adams,Christopher John	03/14/2022 09:06 AM	Unit Approval
Approved	Adams,Christopher John	03/14/2022 09:06 AM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	03/14/2022 09:15 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/14/2022 09:15 AM	ASCCAO Approval



John Glenn College of Public Affairs / PUBAFRS2170
Equity, Justice, and Public Service
Term XX
3 Credit Hours

Instructor:

Name
Department
Office Location:
Phone Number:
Email:
Office Hours:

Course Coordinator/Administrator: (If applicable)

Name
Department
Office Location:
Phone Number:
Email:
Office Hours:

Teaching Associates:

Class Meeting Schedule:

Element 1: Days, Times, Location

Element 2: Days, Times, Location (if applicable)

Course Materials / Software:

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

Required Equipment:

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

Required Software:

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

Course Description: Through exploration of the definitions and intersectionality of concepts of race, gender, ethnicity, socio-economic status and other diverse populations, we will begin to understand how the application of public administration management decisions and policy result – or not – in socially equitable application. Social equity is “the fair, just and equitable management of all institutions serving the public

are impacted by current health and redistricting policies. They will understand the implications of addressing socially equitable aspects as a public leader through an introduction to public management, budgeting, data and sustaining equitable communities. Finally, students will reflect on these concepts and how their own attitudes and beliefs about themselves and other populations with lived experiences changed over the semester.

Prerequisites: No prerequisites.

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

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

Successful students are able to ...

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

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

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

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

Course Learning Outcomes:

- 1) Understand the definitions, concepts, and historical context, within public administration, of diverse populations and their intersectionality.
- 2) Recognize implications of these concepts as they relate to social equity.
- 3) Compare and contrast how public policies impact populations according to race, gender, ethnicity, socioeconomic status and other identifiable populations.

- 4) Explore how these disparities can be diminished through effective management, budget and sustainable practices in public administration.
- 5) Reflect on how you personally view these concepts and their impact on the lived experiences of citizens impacted by public administration and policy.

Grading and Evaluation:

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

- **Independent Work (🚫):** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.

- **Collaboration Required (👥):** An explicit expectation for collaboration among students either in-class or outside (i.e. group work).
- **Optional-Collaboration (💬):** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one’s original and individual creation.

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

Course Assignments:

Individual Assignment One - *Social Equity Narrative*

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

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

Individual Assignment Two - *County Analysis*

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

Please use the most current statistics available. This exercise will inform your understanding of some of the social equity policy issues we will study next and set your understanding in a more personal context of how the disparities identified might impact the county you reviewed.

The paper should be in narrative form and limited to one page, double-spaced in 12-point font. Your resources should be cited in the appropriate citation format. You should have at least 3 sources for your statistical review.

Assignment Three - Redistricting/Gerrymandering and Its Impact

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

This assignment should be double-spaced, 12-point font with academically accepted citation format.

Assignment Four - Impact Assessment

Let's take your Redistricting/Gerrymandering assignment one step further. You ended with a recommendation. Build on that recommendation and offer suggestions for an impact study for your county. It should be informed by the Annie E. Casey Foundation readings but it can address any aspect of the populations we have studied – race, ethnicity, gender, socio-economic status, etc.

This is a narrative assignment that should be between 500 – 750 words, double-spaced, 12-point font with academically accepted citation format.

Final Individual Assignment - Reflection Paper

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

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

Final Reflection Papers will be graded on the following criteria:

- Content – discussion of the questions asked above
- Substance – depth of critical reflection and analysis demonstrated in reflection. Why are these concepts important? Why would it be beneficial to remember them in your future career? In what ways has your perspective on management and leadership, and your own strengths and

weaknesses shifted over the course of the semester in regards to your own attitudes, beliefs and behaviors and your understanding of the lived experiences of others?

- Written Communication Style – uses effective organization strategies, proper spelling, grammar, and formal tone; avoids informal language; meets word count
- Sources – properly cites all sources (include at least 4 course readings)

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

Grading Scale

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

Course Schedule

Week #	Dates	Topic	Readings	Assignments Due
1		Social Equity, Diverse Populations and Intersectionality: Establishing our understanding of definitions, concepts and historical context within Public Administration	<p>Kimberlé Crenshaw: What is Intersectionality? https://www.youtube.com/watch?v=ViDtnfQ9FHc&t=71s</p> <p>Blessett, Brandi et. al (2019) Social Equity in Public Administration: A Call to Action. <i>Perspectives on Public Management and Governance</i>. 283–299. Link here.</p> <p>CSSP (2019). “Key Equity Terms and Concepts: A Glossary for Shared Understanding.” Washington, DC: Center for the Study of Social Policy. Available at: https://s3.us-west-2.amazonaws.com/napa-2021/Standing-Panel-Reports/SOCIAL_EQUITY_Key-Equity-Terms-and-Concepts-vol1.pdf</p>	
2		Values in Public Administration	<p>Svara, J. H., & Brunet, J. R. (2005). Social Equity Is a Pillar of Public Administration. <i>Journal of Public Affairs Education</i>, 11(3), 253–258. http://www.jstor.org/stable/40215707</p> <p>Wooldridge B., Bilharz B. (2017) Social Equity: The Fourth Pillar of Public Administration. In: Farazmand A. (eds) <i>Global Encyclopedia of Public Administration, Public Policy, and Governance</i>. Springer, Cham. https://doi.org/10.1007/978-3-319-31816-5_2383-1</p>	Assignment One

3		Social Equity in Public Leadership	<p>Evans, Tracy Wareing. (2020) Public Administrators and the Imperative for Social Equity. Government Executive. https://www.govexec.com/management/2020/06/public-administrators-and-imperative-social-equity/166185/</p> <p>Social equity—a key pillar of public administration alongside the economy, efficiency, and effectiveness—addresses fairness, justice, and equity within a variety of public contexts. National Academy of Public Administration. https://napawash.org/grand-challenges/foster-social-equity</p> <p>Zajicek, A., Hunt, V. H., Miller, W., & Kerr, B. (2020). An Intersectional Approach to Public School Leadership: Employment Patterns among Principals in Multiethnic U. S. School Districts. <i>Public Administration Quarterly</i>, 44(1), 69–103.</p>	
4		Population statistics review	<p>Ohio Population 2021 https://worldpopulationreview.com/states/ohio-population</p> <p>The Center for Community Solutions: Status of Women (all Ohio counties) https://www.communitysolutions.com/resources/community-fact-sheets/status-ohios-women-county/</p> <p>Healthy Northeast Ohio. 2021 Demographics – Ohio. http://www.healthyneo.org/index.php?module=DemographicData&controller=index&action=index</p>	Assignment Two
5		Fairness, Justice and Equity: How does that manifest into treatment of diverse populations?	<p>Golub, A., Mahoney, M. & Harlow, J. (2013) Sustainability and intergenerational equity: do past injustices matter?. <i>Sustainability Science</i> 8, 269–277. https://doi.org/10.1007/s11625-013-0201-0</p> <p>Wolf, C., Ripple, W. J., & Crist, E. (2021). Human population, social justice, and climate policy. <i>Sustainability Science</i>, 16(5), 1753-1756. doi:10.1007/S11625-021-00951-W</p> <p>Williams-Butler, A., Golden, K. E., Mendez, A., & Stevens, B. (2020). Intersectionality and Child Welfare Policy: Implications for Black Women, Children, and</p>	

			Families. <i>Child Welfare</i> , 98(4), 75–95.	
6		Policy and its implications for diverse populations: Health Policy	<p>Health Policy Institute of Ohio: Health Policy Fact Sheet https://www.healthpolicyohio.org/wp-content/uploads/2021/09/RacismFactSheet_StateAndLocal_Final.pdf</p> <p>Health Policy Institute of Ohio: Insights on Justice and Race https://www.healthpolicyohio.org/connections-between-criminal-justice-and-health-insights-on-justice-and-race/</p> <p>Woodrum, Amanda and Krokos, D. (2018) Building a Healthy Ohio: Overcoming Barriers to Health Stemming from Poverty, Segregation and Racism. Policy Matters Ohio. https://www.policymattersohio.org/files/research/buildingahealthyoh112618.pdf</p> <p>The 2019 Ohio Infant Mortality Report https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/infant-and-fetal-mortality/reports/2019-ohio-infant-mortality-report</p>	

7		Policy and its implications for a diverse populations application: Redistricting	<p><u>Historical Context:</u> <u>Ohio Constitution, Article XI Sec 6</u> https://codes.ohio.gov/ohio-constitution/section-11.6</p> <p><u>Tebben, Susan. (2021) With Gerrymandering Come Strong Opinions: But What Is It? <i>Ohio Capital Journal</i>.</u> https://ohiocapitaljournal.com/2021/09/20/with-gerrymandering-comes-strong-opinions-but-what-is-it/</p> <p><u>Soffen, Kim. (2016) How Racial Gerrymandering Deprives Black People of Political Power. <i>The Washington Post</i>.</u> https://www.washingtonpost.com/news/wonk/wp/2016/06/09/how-a-widespread-practice-to-politically-empower-african-americans-might-actually-harm-them/</p> <p><u>Rosenberg, Gabe. (2019) Federal Court Throws Out Ohio’s Congressional Map. NPR.</u> https://www.npr.org/2019/05/03/720047669/federal-court-throws-out-ohios-congressional-map</p>	
8		Policy and its implications for a diverse populations application: Redistricting continued	<p><u>Ohio Redistricting Commission meetings can be found at</u> https://ohiochannel.org/search?pageSize=12&start=1&sort=BestMatch&dir=DESC&keywords=redistricting</p> <p><u>Additional Information can be found at:</u></p>	Assignment Three
			<p><u>League of Women Voters. Redistricting.</u> https://www.lwv.org/voting-rights/redistricting</p> <p><u>Brennan Center. Redistricting.</u> https://www.brennancenter.org/issues/gerrymandering-fair-representation/redistricting</p>	

9		Racial Equality Impact Assessments	<p>All-In Cities: An Initiative of PolicyLink. Racial Equity Impact Assessments. https://allincities.org/toolkit/racial-equity-impact-assessments</p> <p>Annie E. Casey Foundation. (2017) Considering Culture: Building the Best Evidence-based Practices for Children of Color. https://assets.aecf.org/m/resourcedoc/aecf-consideringculture-2017.pdf</p> <p>Annie E. Casey Foundation. (2016) Tools for thought: Using Racial Equity Impact Assessments for Effective Policymaking. https://assets.aecf.org/m/resourcedoc/aecf-ToolsforThoughtCaseStudy-2016.pdf</p>	Assignment Four
10		Leading Equitable Communities	<p>Diversity, Equity & Inclusion Dublin Community Task Force: Diversity, Equity & Inclusion Framework https://dublinohiousa.gov/dev/dev/wp-content/uploads/2021/08/Dublin-DEI-Framework-2021.pdf</p> <p>Jay, M., & Brown, J. (2021). How Wearing a Social Justice Lens Can Support You, Your Clients, and the Larger Community: An Intersectionality Workshop With a Twist. <i>Canadian Journal of Counselling & Psychotherapy / Revue Canadienne de Counseling et de Psychothérapie</i>, 55(3), 396–409. https://doi-org.proxy.lib.ohio-state.edu/10.47634/cjcp.v55i3.70980</p>	
11		Budget	<p>Hagelskamp, C., Schleifer, D., Rinehart, C., & Silliman, R. (2018). Participatory Budgeting: Could It Diminish Health Disparities in the United States?. <i>Journal of Urban Health</i>, 95(5), 766-771. doi:10.1007/S11524-018-0249-3</p> <p>Keleher, Terry (2009) Racial Equity Impact Assessment Guide. Applied Research Center. Race Forward: The Center for Racial Justice Innovation. https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment_v5.pdf (budget focus)</p>	

12		Sustaining Equitable Communities	<p>Svara, J., et al. Local Governments, Social Equity and Sustainable Communities: Advancing Social Equity Goals to Achieve Sustainability. ICMA https://icma.org/sites/default/files/306328_FINAL%20REPORT%20Advancing%20Social%20Equity.pdf</p> <p>Forman, Jonathan B. & Mann, Roberta F. (2020) Borrowing from Millennials to Pay Boomers: Can Tax Policy Create Sustainable Intergenerational Equity? 36 GA. ST. U. L. REV. 799. Available at: https://readingroom.law.gsu.edu/gsulr/vol36/iss3/5</p>	
13		Data and Social Equity	<p>White, Harvey L. et al. (2019) Biden Challenge Op-Ed: Big Data, Artificial Intelligence and Social Equity. University of Delaware Biden School of Public Policy & Administration. Biden Institute. https://www.bidenschool.udel.edu/bideninstitute/biden-challenge/blog/big-data-artificial-intelligence-and-social-equity</p> <p>Duban, Elisabeth. (2021) Assessing the Lights and Shadows of COVID 19: A Gender Analysis of Pandemic Related Impacts on Women and Girls in Europe and Central Asia. UN Women. pp. 6-18 but you are encouraged to review the rest of the report. https://www2.unwomen.org/-/media/field%20office%20eca/attachments/publications/2021/6/gender%20analysis_covid19_eca_unw%20final.pdf?la=en&vs=5638</p>	
14		Reflection	<p>McKinzie, A. E. (1), & Richards, P. L. (2). (n.d.). An argument for context-driven intersectionality. <i>Sociology Compass</i>, 13(4). https://doi-org.proxy.lib.ohio-state.edu/10.1111/soc4.12671</p>	Final Assignment

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

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

Late Assignment Submissions: I expect your assignments to be submitted on time, however, there may be

circumstances where this is not possible. Please contact me and we will determine the most appropriate options to ensure you are able to do the assignments and give them your best efforts.

Instructor Feedback and Response Expectations:

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

Course Policies

Academic Misconduct Statement.

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

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

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

Glenn College Diversity Values Statement.

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

Accommodation Policy.

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

Mental Health Statement

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

Covid Process SLDS Statement

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

Land Acknowledgment

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

Application of the GE Foundations Race, Ethnicity and Gender Diversity criteria to PUBAFRS 2170 Social Equity, Justice, and Public Service

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits) Requesting a GE category for a course implies that the course fulfills all the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

This course will introduce the concepts of race, ethnicity, gender, socio-economic diversity and others to students by providing the definitional understanding as well as the intersectionality between them. The article in Week 1 by Blessett et al. discusses the historical development of social equity in public administration in practice, by our leading journals and through teaching practices over time. It ends with a call for practitioners and academics to “move beyond rhetorical acknowledgement toward a meaningful action to secure equitable outcomes for all people.” Which leaves us exactly where we need to be to begin this meaningful dialog with the students.

B. Specific Goals of Race, Ethnicity, and Gender Diversity GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

The Svava reading from Week 2 defines Social Equity and lists five ways it can be achieved - Procedural Fairness, Distribution and Access, Quality, Outcomes, Related Responsibilities. For the first assignment, students are to choose one and expound on how it might be seen in an actual real-world setting. They are to answer the question on how the concept addresses race, gender, socio-economic status or other affected populations. They are reminded to address the intersectionality of these with their choice. This applies to the first two course objectives:

- 1) Understand the definitions, concepts, and historical context, within public administration, of diverse populations and their intersectionality.
- 2) Recognize implications of these concepts as they relate to social equity.

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Assignments Three and Four, along with the readings in Weeks 5-9, specifically address the concept of how policies covering complex systems of government impact individuals and diverse populations. We see this in how Health Policy affects individuals that face barriers stemming from poverty, segregation and racism in the Woodrum Reading, as well as our examination of infant mortality, Gerrymandering/Redistricting, and Racial Equality Impact Assessments. Assignments 3 and 4 build on each other. Assignment 3 asks students to critically assess the readings on the background of redistricting, its impacts on the populations we are studying, and where Ohio is in relation to this currently. Then, they are to write a letter to either the editor of a newspaper covering a county they examined earlier or to the Congressional Representative of that county. They are to address a brief overview of redistricting and how it might adversely impact certain populations and explain how the current map in Ohio might impact their county – specifically diverse populations and does it do so equitably. Finally, they are to recommend follow-on actions for their intended audience. For the Fourth Assignment, they are to build on this recommendation by offering suggestions on how an impact study might be done to determine if it is being applied fairly in practice. The course objective addressed is:

3. Compare and Contrast how public policies impact populations according to race, gender, ethnicity, socioeconomic status and other identifiable populations.

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

We address intersectionality very early in the course. Initially we listen to a video of Kimberlé Crenshaw defining exactly what intersectionality of these populations is. Then in the first assignment they are asked to specifically address it when they analyze the Svava writing when they are asked to apply the concepts of social equity and its outcomes to actual populations. It is a good way to look at the theoretical concepts of fairness, justice and equity and apply them to people with lived experience. Then in the second assignment, they are to think through how they understand how the demographics they find intersect and overlap. There are several readings on intergenerational sustainability, both in week 5 and week 12, that discuss how the policy decisions made today impact future generations. The course learning objective this addresses is:

- 1) Understand the definitions, concepts, and historical context, within public administration, of diverse populations and their intersectionality.

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)

Through discussion and readings, students will be exposed to many practical environments in public service and the implications for the decisions of public managers and policy makers. For instance, students start with readings on values in public administration and the need for social equity to be included as a pillar in public leadership. Then they progress to a number of readings and reports which demonstrate how policies in the public sector have impacted diverse populations in the area of climate policy (Week 5), health policy (Week 6), and redistricting policy (Weeks 7-8). There is another track that takes them through evaluation of the application of public management practice on management functions such as leadership (Week 10), budget (Week 11), sustaining those communities (Week 12) and data analysis (Week 13). Assignment 3 asks students to critically assess the readings on the background of redistricting, its impacts on the populations we are studying, and where Ohio is in relation to this currently. Then, they are to write a letter to either the editor of a newspaper covering a county they examined earlier or to the Congressional Representative of that county. They are to address a brief overview of redistricting and how it might adversely impact certain populations and explain how the current map in Ohio might impact their county – specifically diverse populations and does it do so equitably. Finally, they are to recommend follow-on actions for their intended audience. For the Fourth Assignment, they are to build on this recommendation by offering suggestions on how an impact study might be done to determine if it is being applied fairly in practice. The course objective addressed is:

3. Compare and Contrast how public policies impact populations according to race, gender, ethnicity, socioeconomic status and other identifiable populations.

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

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

The final reflection paper brings all this together for the student. The topics they address in that assignment that specifically demonstrate critical self-reflection and critique of their social positions and identities are:

1. How has your understanding of social equity evolved over the course of the class?
2. In what ways has your perspective on public management and leadership, and your own strengths and weaknesses shifted over the course of the semester in regards to your own attitudes, beliefs and behaviors and your understanding of the lived experiences of others as they apply to the populations we studied?

The course objective linked to this outcome is:

- 5) Reflect on how you personally view these concepts and their impact on the lived experiences of citizens impacted by public administration and policy.

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

There are two additional topics the students are asked to address in the Final Reflection paper that address how perceptions of difference have shaped their attitudes, beliefs and behaviors:

3. What are the two concepts that we studied this semester that had the biggest impact on you personally? (You don't have to share personal details if you don't want to as to why those were chosen)
4. Are there ways you can personally make a difference in your community in the future to address these concepts? An organization in which you work?

One of the criteria for grading this paper is "depth of critical reflection and analysis demonstrated in reflection. Why are these concepts important? Why would it be beneficial to remember them in your future career?"

The course objective linked to this outcome is:

- 5) Reflect on how you personally view these concepts and their impact on the lived experiences of citizens impacted by public administration and policy.

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

The final Expected Learning Outcome is demonstrated by Assignment Four. When the students read the Annie E. Casey Foundation reading on *Considering Culture: Building the Best Evidence-Based Practices for Children of Color*, that demonstrates theory of evidence-based concepts that address racism and practical applications of these concepts on lived experiences of those populations, they see how evaluation of larger policies can influence the lived experience of others – both positively and negatively. The reading on *Tools for Thought: Using Racial Equity Impact Assessments for Effective Policymaking*, shows how Racial Equity Impact Tools can keep the focus of decisions on data and fact, provide a systemic way to engage the opinions and voices of those affected by the policies and shed light on unintended consequences of policies or decisions. There are several case studies highlighted on populations in Minneapolis and Seattle. Taking what they learn from classroom discussion and these readings, students build on their previous assignment which ended with a recommendation for action by offering suggestions for an impact study on that recommendation. They are free to address any aspect

of the diverse populations we have studied in the course. The course learning outcomes that fit this ELO are:

- 2) Recognize implications of these concepts as they relate to social equity.
- 3) Compare and Contrast how public policies impact populations according to race, gender, ethnicity, socioeconomic status and other identifiable populations.

From: [Jarrott, Shannon E.](#)
To: [Babcock, Jennie](#); [Adams, Christopher](#); [Greenbaum, Rob](#)
Subject: Re: Concurrence Request
Date: Wednesday, January 19, 2022 3:16:11 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Chris,

Our BSW Director, Jennie Babcock, has compared the proposed Public Affairs 2170 syllabus to other courses we offer that might have overlap (1140 and 3201). She believes it's appropriate to offer support of your course proposal given that the PA course differs significantly from ours.

Jennie indicated that an email typically suffices to communicate support of concurrence so you can move forward with the approval process for your course. Will this email work? Otherwise, I saw the concurrence form online that you may wish to initiate.

Regards and good luck with the course.
Shannon



Shannon E. Jarrott, Ph.D.
Professor
College of Social Work
203 Stillman Hall, 1947 College Road
(614) 247-1963 Office
jarrott.1@osu.edu / osu.edu
Pronouns: she/her/hers / Honorific: Dr./Prof./Ms.

From: Babcock, Jennie <babcock.79@osu.edu>
Date: Tuesday, January 18, 2022 at 3:08 PM
To: Jarrott, Shannon E. <jarrott.1@osu.edu>
Subject: RE: Concurrence Request

Hi Shannon,

I see no issue with offering concurrence for this course request. It differs significantly from our REGD course – 1140 – and has minimal overlap with some of our 3201 content. Thus I am on board!

Take care,
Jennie

From: Jarrott, Shannon E. <jarrott.1@osu.edu>
Sent: Friday, January 14, 2022 5:19 PM
To: Babcock, Jennie <babcock.79@osu.edu>
Subject: FW: Concurrence Request

Thanks, Jennie. Here's the syllabus. Let me know if I can help.
Regards, Shannon



Shannon E. Jarrott, Ph.D.
Professor
College of Social Work
203 Stillman Hall, 1947 College Road
(614) 247-1963 Office
jarrott.1@osu.edu / osu.edu
Pronouns: she/her/hers / Honorific: Dr./Prof./Ms.

From: Adams, Christopher <adams.615@osu.edu>
Date: Monday, January 10, 2022 at 10:33 AM
To: Jarrott, Shannon E. <jarrott.1@osu.edu>
Cc: Greenbaum, Rob <greenbaum.3@osu.edu>
Subject: Concurrence Request

Professor Jarrott,

This is Chris Adams from the John Glenn College of Public Affairs. Happy first day of the semester! The Glenn College has approved a new course, Public Affairs 2170: Equity, Justice, and Public Service, and we would like to request concurrence from the College of Social Work. The syllabus is attached. We would appreciate receiving a response by 1/24/22. If you are not the correct person to receive this request, please let me know.

Thanks so much for your consideration.

Best,
Chris



Chris Adams, MPA
Director of Student Services and Programs
John Glenn College of Public Affairs
110C Page Hall
614-247-2512
adams.615@osu.edu glenn.osu.edu.

(he/him/his)

Working remotely on Mondays

From: [Greenbaum, Rob](#)
To: [Downey, Douglas](#)
Cc: [Williams, Kristi](#); [Adams, Christopher](#)
Subject: RE: Concurrence Request
Date: Wednesday, January 19, 2022 3:52:12 PM
Attachments: [image004.png](#)
[image008.png](#)
[image006.png](#)

Hi Doug,

Thank you for such a quick response!

All the best,

Rob



THE OHIO STATE UNIVERSITY

Robert T. Greenbaum

Professor, Associate Dean for Curriculum

John Glenn College of Public Affairs

350E Page Hall, 1810 College Road, Columbus, OH 43210

614-292-9578 Office / 614-292-2548 Fax

greenbaum.3@osu.edu glenn.osu.edu/faculty/glenn-faculty/greenbaum/

Pronouns: he/him/his

From: Downey, Douglas <downey.32@osu.edu>

Sent: Tuesday, January 11, 2022 12:29 PM

To: Greenbaum, Rob <greenbaum.3@osu.edu>

Cc: Williams, Kristi <williams.2339@osu.edu>

Subject: Fw: Concurrence Request

Sociology concurs.

Doug Downey



Doug Downey

Professor of Sociology

Director of Undergraduate Studies

College of Arts and Sciences

126 Townshend Hall, 1885 Neil Ave., Columbus, OH 43210

614-292--6681 Office

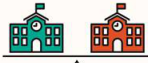
downey.32@osu.edu / <https://sociology.osu.edu/people/downey.32>

Pronouns: he/him/his

Winner of the Pierre Bourdieu Book Award, 2021

<https://press.uchicago.edu/ucp/books/book/chicago/H/bo59694467.html>

How Schools
Really Matter



WHY OUR ASSUMPTION
ABOUT SCHOOLS AND
INEQUALITY IS
MOSTLY WRONG

Douglas B. Downey

From: Williams, Kristi <williams.2339@osu.edu>

Sent: Monday, January 10, 2022 10:44 AM

To: Adams, Christopher <adams.615@osu.edu>; Downey, Douglas <downey.32@osu.edu>

Cc: Greenbaum, Rob <greenbaum.3@osu.edu>

Subject: RE: Concurrence Request

From: Williams, Kristi

Sent: Monday, January 10, 2022 10:44 AM

To: Adams, Christopher <adams.615@osu.edu>

Cc: Greenbaum, Rob <greenbaum.3@osu.edu>

Subject: RE: Concurrence Request

Hi Chris,

I'm forwarding this to our DUS, who manages concurrence requests.

Thanks,

Kristi



THE OHIO STATE UNIVERSITY

Kristi Williams, PhD

Professor and Chair

Department of Sociology

238a Townshend Hall

1885 Neil Avenue Mall, Columbus, OH 43210

614-688.3207 Office

williams.2339@osu.edu / sociology.osu.edu



From: Adams, Christopher <adams.615@osu.edu>
Sent: Monday, January 10, 2022 10:41 AM
To: Williams, Kristi <williams.2339@osu.edu>
Cc: Greenbaum, Rob <greenbaum.3@osu.edu>
Subject: Concurrence Request

Professor Williams,

This is Chris Adams from the John Glenn College of Public Affairs. Happy first day of the semester! The Glenn College has approved a new course, Public Affairs 2170: Equity, Justice, and Public Service, and we would like to request concurrence from the Sociology department. The syllabus is attached. We would appreciate receiving a response by 1/24/22. If you are not the correct person to receive this request, please let me know.

Thanks so much for your consideration.

Best,
Chris



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Working remotely on Mondays