



## O'Neill School of Public and Environmental Affairs **SPEA-V 532 (13717): Social Equity and Justice in Public Affairs**

**Instructor:** Dr. Shuyi Deng; Email: [shuyideng@iu.edu](mailto:shuyideng@iu.edu); Office: SPEA 410D

**Class Meeting:** Tuesday & Thursday 9:45am – 11:00am; Room: SPEA (A221)

**Open Hours:** Thursdays 11:15am-12:15pm. Students may come to open hours in person (Room: SPEA 410D) or via [Zoom](#). Students are encouraged to [sign up for a slot of open hours](#). Otherwise, open hours will be first come, first served. If the open hours don't work for your schedule, contact the instructor for an appointment.

**Syllabus Disclaimer:** The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the students. Class schedule, policies, and assignments are tentative and subject to change at the instructor's discretion. Please remember to check your IU email and the Canvas site often. Policies will be enforced.

**Course Description:** The following description is from the SPEA Bulletin: This course will explore concepts of social equity and justice as a value and a tool, as well as a measure of policy effectiveness. Topics focus on the role of public policy and institutions (e.g., legislatures, courts, and agencies) in addressing issues like structural racism and inequality.

**Course Objectives:** This course is designed to give an introductory overview of social equity and justice in public affairs. We explore high-level concepts involved in delivering public services in a fair manner while also identifying the tools to engage in social equity impact analyses and to improve equity in public and nonprofit organizations. The private, public, and nonprofit sectors are increasingly interconnected in collaborative efforts to develop effective policies to solve public problems and accommodate the needs of diverse stakeholders in society.

The decisions made (or not made) by governments and public officials shape how we live. Local government officials, for example, create policies that play a role in setting tuitions rates. The federal government can establish terms of student loans, which are distributed, monitored, and collected upon by government, nonprofit, and private organizations. Universities, as nonprofit organizations, deliver education as a public good. Government policies and public and nonprofit organizations influence the social, economic, and political fabric of our lives.

This course on social equity and justice in public affairs provides a broad overview of some of the key social equity and justice challenges impacting public administrators today. There are several objectives of this course: a) explore some social equity challenges; b) application of theories; c) integrate and use different perspectives on social equity; d) translate knowledge into

practice; e) think and write analytically/critically; f) explore how to evaluate and address social equity challenges; and g) develop self-knowledge and skills needed in the public and/or non-profit sectors. Further, this course addresses the competencies expected of public administrators.

The focus of this course is social equity and justice in public affairs. Within that focus, I have selected class materials that present a variety of topics and arguments, including different perspectives on social equity and justice within the field of public administration, social equity and justice for different communities, and social equity and justice in different policy fields. It is very likely that connections between our course and current and/or historical events outside the classroom will come up in lectures/class discussions/ assignments. Those connections may require careful thought rather than being immediately obvious, but the ability to understand and analyze connections among ideas and events is a core skill of public administrators and will stand you in good stead in your life beyond IU.

**Learning Outcomes:** By the end of this course, students should be able to demonstrate the following outcomes:

1. An understanding of social equity and justice challenges for public administrators;
2. Identify theories related to social equity and justice;
3. Analyze factors that contribute to social equity and justice challenges;
4. The ability to collect and compare evidence toward verifying and clarifying public problems in terms of social equity and justice;
5. An understanding of how official and unofficial stakeholders can influence social equity and justice policymaking and policy choices;
6. Identify and analyze areas for potential improvement;
7. Understand and analyze current and/or historical events through the lens of social equity and justice.

**Texts:** Guy, Mary and Sean A. McCandless, eds. 2020. *Achieving Social Equity: From Problems to Solutions*. Irvine, CA: Melvin & Leigh.

- Available for purchase at the IU bookstore or Amazon
- Available at Business/SPEA Library Course Reserve (free)

**Other Course Materials:**

- Other course materials will be provided digitally on Canvas.
- Access and use of a reliable computer/laptop/tablet and internet to view readings and assignments.
- Microsoft Office
  - Offered for free through IU Ware
  - Written submission materials must be submitted in either Microsoft word or a pdf. Other submission types will not be accepted.

**Course Requirements:**

Requirement	Points	Due Date
1. Preparation and Engagement	30	
1.1 Reading Quizzes	10	Ongoing
1.2 On-time Assignment Submissions	5	Ongoing
1.3 Active engagement in class	15	Ongoing
2. Analysis Memo	60	
2.1 Naming Paper	10	10-Sep
2.2 Naming & Blaming Paper	10	24-Sep
2.3 Naming, Blaming & Claiming Paper	10	03-Oct
2.4 Mini Presentation	10	8&10-Oct
2.5 Analysis Memo	20	17-Oct
3. Peer Evaluation	10	26-Sep&18-Oct

**Preparation and Engagement (30 points):** Preparation and engagement is the key to learning in this course. Students are expected to be prepared for class and must actively participate in class throughout the entire semester. Preparation and engagement points can be earned in several ways.

First, show up in class on time and regularly. You cannot meaningfully participate in class without presence in class. I will honor our start and end times with the expectation that you will do the same. Regular late arrivals and early departures will result in the loss of participation points. Excused absences are only allowed for legitimate reasons. You must notify the instructor of your absence and obtain permission BEFORE class. Otherwise, it will be counted as absence and result in loss of participation points. Every student is given *one* absence for the course. For this absence, I do not need an explanation, nor do I expect a notification. **You may not use this freebie for simulation or presentation days, whether you are presenting or not.** Contact the instructor if you wish to make up for the reading quiz of the class you miss.

Second, come to class well-prepared. While attendance is important for participation points, merely sitting in class will not earn you full participation points or help you learn at all. Students are expected to read and watch (if applicable) the required readings, give them some critical thoughts, prepare questions to ask, and be ready to answer questions related to the readings BEFORE class. Lectures and class activities are designed on the assumption that every student has read and thought about the required readings.

Third, actively participate in class discussion and activities. This course offers a space for students to learn and reflect on the course materials so that they form *their own* informed opinions on social equity and justice. The quality of learning outcomes heavily depends on students' own engagement in class discussion and activities. Acknowledging that everyone has different ways to participate in discussion that they feel comfortable with, posting written questions/comments and responding to others' questions/comments on Canvas discussion board count as actively participating in class discussion. Such posts should be submitted before 9:00 am on the day of the corresponding class.

Fourth, submit assignments on time. Assignments that are submitted on time count towards

participation points for the course. Therefore, it is in your best interest to not miss assignments and to not submit assignments late. Late assignments may be graded for an assignment grade (with a late penalty, see below late submission policy), but they will still be counted as a 0 for the participation points since it was late.

The overall participation grade considers attendance, preparation for class, active engagement in class discussion and activities, and on-time assignment submissions. Specifically, participation grade consists of three components:

1. Reading Quizzes (10 quizzes, 1 point for each). There will be a short one-question quiz at the beginning of class for selected 10 classes. The quiz will be very simple and straightforward if you have read/watch the readings.
2. On-time assignment submissions (5 submissions, 1 point for each). You only earn these points if you submit your assignments by the original deadlines or the first extension deadlines. Extension may be granted for each assignment (see below late submission policy). However, meeting the deadlines for the second extension and any subsequent extensions will not count toward participation points.
3. Active engagement in class discussion and activities (15 points). Follow the abovementioned ways to earn participation points. If you need help to actively participate in class discussion and activities, please reach out to the instructor at any time.

Analysis Memo (60 points): It is important for every public administrator to be able to describe and explain how social equity issues came about, offer predictions about the future if the issue is not addressed, and give actionable solutions. The majority assignments of the course are designed to help students develop these competencies.

At the end of the course, students will write and present an analysis memo to address an issue related to social equity and justice in public affairs. For this memo, students are assumed to have been hired as a consultant by a governmental or nonprofit organization and are tasked with making case for a social equity problem, analyzing the causes, and proposing equity-oriented solutions to tackle that problem.

Students may work individually or in a group (no more than three students in a group). Logistics to form groups will be discussed in the first class. If students opt for a group memo, the memo will be graded on a group basis. Every student in the same group receives the same group-based grade for every assignment pertaining to the analysis memo. Please arrange for one member to submit the assignments on behalf of the group.

We will employ Gooden's (2015) "Naming, Blaming, and Claiming" framework to approach the analysis memo. Students will finish three papers that accumulate to the final memo throughout the semester. This means that the second paper will build on the first one, and the third paper will build on the first two. The final memo should be a minor revision and re-organization into a professional memo format based on the accumulative work of the Naming, Blaming & Claiming Paper. Students are strongly encouraged to carefully review feedback on each paper and incorporate them to improve the next paper.

Guidelines for each assignment are provided below.

1. Assignment #1-Naming Paper (10 points). In this paper, students should identify and make case for a social equity issue that interests them at any level of government. This issue should implicate the role and work of at least one government agency or nonprofit organization.

This paper should:

- a. State the social equity issue of interest.
- b. Identify the addressee of your final memo. This addressee should be a specific person at a specific agency (e.g. the President of Indiana University). Although the Naming Paper does not need to be in a memo format, identifying the addressee at the very first beginning helps to develop focused research and a strong memo.
- c. State why the issue is a social equity and justice issue. Things to consider include but are not limited to: Are there any groups or individuals more affected than others due to their racial or ethnic background, gender, national origin, disability status, and/or any other identity? If so, which ones? (Use data and other evidence available to support your claims)
- d. State why the issue is a public affairs issue. Things to consider include but are not limited to: Why this issue is of public interest? Should public organizations and/or public administrators be accountable for this issue? If so, why?
- e. Use Johnson and Svara's (2011) framework to analyze the selected issue. Is the issue mainly about procedural fairness, access, quality, or outcomes, or is it a combination of two or more of these four dimensions?

The Naming Paper should be no more than 5 pages, single-spaced, with 12-pt. font and 1-inch margins, including any tables, graphs, and references. Use APA style for both in-text citations and references. The Naming Paper is due at 11:59pm, September 10<sup>th</sup>.

2. Assignment #2-Naming & Blaming Paper (10 points). In this paper, students should build on the Naming Paper and the feedback they receive to analyze how the social equity issue came about.

This paper should:

- a. Include the revised Naming Paper, incorporating feedback from the instructor. You can also use this opportunity to re-frame the social equity issue in Assignment #1, as you have gained more understanding on social equity and the issue of interest.
- b. Explore the history and context of how and why this issue came about. Things to consider include but are not limited to historical factors; socioeconomics; past actions or inactions by government, non-profit, and/or private sector actors; prejudice; power dynamics; etc.
- c. Examine the applicable constitutional and legal dimensions of the issue. Things to consider include but are not limited to which constitutional rights, at both the federal and state levels, are implicated; which laws help frame the issue; etc.
- d. Analyze the role of the chosen agency in the issue. Things to consider include but

are not limited to how the agency's actions have created, perpetuated, exacerbated, or even helped make positive contributions to this issue.

The Naming & Blaming Paper should be no more than 10 pages, single-spaced, with 12-pt. font and 1-inch margins, including any tables, graphs, and references. Use APA style for both in-text citations and references. The Naming & Blaming Paper is due at 11:59pm, September 24<sup>th</sup>.

**!!** If you did revise the Naming portion, make sure you use *tracked changes* to show your revisions. Revisions that are not tracked will NOT be reviewed.

3. Assignment #3-Naming, Blaming & Claiming Paper (10 points). In this paper, students should build on the Naming & Blaming Paper and the feedback they receive to propose recommendations to the chosen agency to overcome inequity and achieve social equity.

This paper should:

- a. Include the revised Naming & Blaming Paper, incorporating feedback from the instructor. You can also use this opportunity to re-frame the social equity issue and its causes in Assignment #2, as you have gained more understanding on social equity and the issue of interest.
- b. Offer three specific pieces of advice for the agency that it could take to address the issue.
- c. Assess your proposal in terms of effectiveness, efficiency, and economy. Is the expected increase in equity at the expense of any of the 'three E's'?
- d. Finally, consider two potential challenges to your proposal. For example, budgetary restrictions, political feasibility, lack of data, etc. What would you recommend the organization that hired you to do about those challenges?

The Naming, Blaming & Claiming Paper should be no more than 12 pages, single-spaced, with 12-pt. font and 1-inch margins, including any tables, graphs, and references. Use APA style for both in-text citations and references. The Naming, Blaming & Claiming Paper is due at 11:59pm, October 3<sup>rd</sup>.

**!!** If you did revise the Naming & Blaming portion, make sure you use *tracked changes* to show your revisions. Revisions that are not tracked will NOT be reviewed.

4. Assignment #4-Mini Presentation (10 points). In the end of the course, every student/group will present a summary of their Naming, Blaming & Claiming Paper. Craft a presentation using either PowerPoint or Prezi. Summarize the essence of your paper in 10 minutes. Deliver the presentation professionally, as if you were speaking directly to the agency head or some other decision-maker. Use this opportunity to gather feedback from the class to improve your final analysis memo.
5. Assignment #5-Analysis Memo (20 points). At this point, you have already thoroughly analyzed the social equity issue, the causes of the issue, and solutions to the issue. You also have gained comprehensive feedback from the instructor and your classmates. In this

assignment, you will organize the analysis you have done in a professional memo.

The Analysis Memo should be addressed to the chosen person at the chosen agency, with the following elements clearly labeled:

- **Opening Information:**
  - Include standard memo opening information. See Owl Purdue for an example: [https://owl.purdue.edu/owl/subject\\_specific\\_writing/professional\\_technical\\_writing/memos/sample\\_memo.html](https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/sample_memo.html)
- **Executive Summary:**
  - In 150 – 250 words, explicitly spell out the issue, how it came about, the role of agency, and the three pieces of advice you recommend. Keep in mind that many busy decision-makers will judge the content of a memo based upon this executive summary, so word it as substantively and tightly as possible!
- **Introduction:**
  - Briefly outline the scope of the topics and the order in which they appear in the memo.
- **Problem Definitions:**
  - Divide this section into three sub-sections:
    - Explicitly note what the problem is
    - Broadly detail how the issue came about
    - Discuss the applicable constitutional and legal dimensions of the issue
- **Role of the agency**
  - Explore the specific roles played by the agency with respect to this issue
  - End with a call to action for the agency, such as why it must address this issue
- **Solutions:**
  - Identify three actionable recommendations. Recommendations should not be overly broad. Articulate the specific steps required and, as important, who will complete those steps. Argue how these solutions will address the original inequity and achieve social equity. End by reinforcing the need for the agency to act.
- **References:** Cite references using APA style.

The Analysis Memo should be no more than 10 pages, single-spaced, with 12-pt. font and 1-inch margins, including any tables, graphs, and references. Use APA style for both in-text citations and references. The Analysis Memo is due at 11:59pm, October 17<sup>th</sup>.

### Peer Evaluation (10 points)

In Week 5, students will be grouped to conduct an in-class simulation. Students are required to submit evaluations on every member in their group, including themselves, after the simulation. For students who choose to work on the Analysis Memo in a group, they are required to submit another peer evaluation on every member in their group, including themselves, at the end of the course.

Every student needs to submit the required peer evaluations to be graded for peer evaluation. That means, if you fail to submit the required peer evaluations, your grade for peer evaluation

will be zero. On condition that you have submitted all required peer evaluations, your grade will be based on the average scores you receive from your peers.

The peer evaluation form is available on Canvas. Peer evaluation on simulation is due at 11:59pm, September 26<sup>th</sup>. Peer evaluation on Analysis memo (if you choose to work on the memo in a group) is due at noon, October 18<sup>th</sup>.

**Grading Scale:** Your final grade in the course is determined in accordance with the table below.

97 - 100% = A+	87 - 89.9% = B+	77 - 79.9% = C+	67 - 69.9% = D+
93 - 96.9% = A	83 - 86.9% = B	73 - 76.9% = C	63 - 66.9% = D
90 - 92.9% = A-	80 - 82.9% = B-	70 - 72.9% = C-	60 - 62.9% = D-

**Course Policies:** This section details how the classes will be operated, your responsibilities as students, and my responsibilities as the instructor.

1. Method of Instruction: This is a reading- and writing-based course that requires active participation in class meetings. Course topics will be explored through required readings, activities, discussions, simulation, and written assignments.
2. Participation: Participation is the key to learning in this course. Students are expected to be prepared for class and must actively participate in class throughout the entire semester.

As future public servants it should be expected that you may experience disagreements with co-workers or the public. It is anticipated that we will have lectures and discussions that may be sensitive in nature (politically or culturally). It is expected that participants will disagree with each other and with the instructor at some point in the course. It is expected that during course discussions, students and the instructor will engage with one another in a professional and respectful manner. As public servants it is important to develop important communication skills and handle difficult situations. Unprofessional and/or personal attacks will not be tolerated in any form and may result in dismissal from the class. This is at the discretion of the instructor.

Participants agree to follow these guidelines for discussion:

- Allow everyone the opportunity to speak.
- Listen respectfully, without interrupting.
- Criticize ideas, not individuals or groups.
- Commit to learning, not debating. Comment in order to share information, not to persuade.
- Avoid blame, speculation, and inflammatory language.
- Connect back to course concepts whenever possible.
- Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.

3. Communication: E-mail ([shuydeng@iu.edu](mailto:shuydeng@iu.edu)) or Canvas inbox is the best way to contact



the instructor. If you use e-mails, **please put “SPEA- V532” in the subject line** and use a professional tone and appropriate greetings to start your email. It is a professional courtesy to allow at least 24 hours (working day) for a response. E-mails sent after 5pm Friday (or over the weekend) may not be answered until the following Monday. If I have not responded within this time frame, please send me a follow up e-mail.

IU e-mail addresses are required for class. You may not use any other e-mail address. Please connect your IU e-mail to be forwarded to your other e-mail if you feel that you cannot use your IU e-mail. E-mail, along with Canvas announcements are the primary method of communication for any announcement in the course.

[An anonymous form](#) is available to submit your feedback anytime during the course. You may comment about any aspects of the course that are going well for you or could be changed to improve your learning. I check responses to this anonymous form regularly and make adjustment accordingly, if necessary.

In this course the instructor wants to make sure you connect with resources that will help you be successful. If you receive a message through the Student Engagement Roster that asks you to consult with your advisor, please know that the message is sent to both you and your academic advisor, who will follow up and view the feedback from this course.

4. Late Assignments: This syllabus and Canvas clearly indicate which day and time assignments are expected to be submitted. Because these dates and times are provided well in advance, late assignments will lose a significant amount of points. For each day that an assignment is late, points will drop one letter grade or 10% in points.

Extensions may be granted for legitimate reasons. Students must obtain *written extension* from the instructor to avoid late submission penalty. Please refer to Communication above to plan for timely communication and approval of extension.

5. Late Withdrawal: After the auto-W deadline, withdrawal will be significantly limited, and you will need permission to withdraw and must meet requirements established by O'Neill.
6. AI Use in This Class: Generative AI (e.g. – Chat GPT / Claude / etc.) are a growing part of technology and are consistently being used more and more in our everyday lives. Generative AI may be used in this course. The expectation is that these tools are being used as tools, and that you are not reliant upon their responses as fact or that they are the correct answer. This applies to any time you use the tools, whether it's in this course where they are required to be used on some items or for any other use either in my class or in other situations. We are going to be following the same guidelines that the City of San Jose has issued for its government employees. This is just one example of how public administration is beginning to utilize and adopt Generative AI. If you are interested in seeing the full document on the policies that have been released for public officials as of July 2023, you can find it here: [Generative AI Protocol for the City of San Jose](#).

The following guidelines are expected with the use of Generative AI in this class:

- (1) Anything you input, is considered public record. The information you enter Generative AI systems can be viewed by anyone that uses the system, therefore it is considered released to the public. Presume anything you submit into the system can be used in several ways that are outside of your control.
- (2) Review, revise, and fact check via multiple scholarly based sources (outside of Generative AI) any output from a Generative AI system. The human user is responsible for any material created with AI support.
- (3) Cite and record your usage of Generative AI. See how and when to cite based on the section below.

How to Cite Generative AI in This Class: Generative AI can be cited as a footnote or an endnote. Citations for text-generated content must include the following:

- Name of Generative AI system used (e.g., ChatGPT-4, Claude, Google Bard, etc.)
- Confirmation that the information was fact-checked

Example: *“This document was drafted with support from ChatGPT-4. The content was edited and fact-checked by [Your Name]. Sources for facts and figures are provided as they appear.”*

7. Expectations and etiquette: Students are expected to follow these guidelines:
  - (1) All assignments MUST have students name written on it for credit.
  - (2) All written work should use professional language. No slang, emoticons, text-speak, etc.
  - (3) All quotations and paraphrases should be properly cited using APA, MLA, or some other academic writing format (There are several resources online; for instance, you can find guidelines here: <https://owl.english.purdue.edu/owl/section/2/>)
  - (4) Any use of AI in this class is cited properly and AI guidelines are being followed.
  - (5) Students may not submit work that was used in another class (that is considered plagiarism)
  - (6) Written work must be written in Times New Roman, Calibri, or Arial 12-point font with 1-inch margins at the top and bottom, should include your name and course name on the document.
  - (7) Any form of plagiarism WILL NOT BE tolerated and will result in a 0 grade.
8. Grade Appeals: If you would like to challenge a quiz/assignment grade, please adhere to the following guidelines. If you email me without following these guidelines, I will copy and paste this policy into my reply.

If upon receiving your quiz/assignment grade via Canvas, you do not agree with the correct answer(s) please do the following within 3 days from when the quiz/assignment was due:

- (1) In writing (Canvas or email), you must tell me which question(s) you are challenging and the answer you selected.
- (2) You must produce a write-up with the reasoning as to why you selected your answer

- and provide support from our course readings / course work to support why you believe your answer is a better answer than the one listed. The write-up should be around 1 paragraph (3 – 5 sentences).
- (3) You must email or message your instructor via Canvas within 3 days of the quiz due date with your quiz challenge write-up. Failure to follow this timeline, will result in you receiving the posted quiz grade.

What if I didn't get the grade I want? Most students want an A because this grade signals a certain type of academic competence and accomplishment. Others, however, are subject to external pressures brought on by student visas, scholarships, specific requirements for a major, etc. and desperately need a B or C to stay in college or to keep their scholarship. The onus for receiving the grade you need is on YOU, the student who earns it because – believe it or not – students themselves determine final grades.

If there is a lot riding on your grade, get to work now!! Do not wait. Read through the syllabus and check Canvas frequently. Be prepared to engage, to take notes, to ask questions, to ask for help. Come to office hours regularly. There is nothing I can do after I have submitted grades. Not only is it grossly unfair to your colleagues to ask for this sort of special treatment, but it is also totally unnecessary if you have been doing the work all along. If you contact me after grades are submitted to ask if I can change your grade for whatever reason, I will not answer your email, except to copy and paste this policy into my reply.

IU's grading policies: <https://policies.iu.edu/policies/aca-66-grades-and-grading/index.html>

## O'Neill School expectations of civility and professional conduct<sup>1</sup>

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

**Note Selling:** Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

**Materials:** The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to

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<sup>1</sup> These expectations are excerpted from the O'Neill School Honor Code which can be found at: [https://oneill.indiana.edu/doc/undergraduate/ugrd\\_student\\_honorcode.pdf](https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf)

repost in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

### **Counseling and Psychological Services**

For information about services offered to students by CAPS:

<http://healthcenter.indiana.edu/counseling/index.shtml>

### **TimelyCare**

Indiana students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services. <https://www.iu.edu/mental-health/find-resources/timely-care.html#0>

### **Religious Observation**

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>

### **Disability Services for Students**

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>

### **Sexual Harassment**

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential

sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

### **Commitment to Diversity: Find your home and community at IU**

#### **Asian Culture Center**

Address: 807 East Tenth Street, Bloomington, IN 47408 Phone: 812-856-5361

Email: [acc@indiana.edu](mailto:acc@indiana.edu)

Website: <https://asianresource.indiana.edu/index.html>

**First Nations Educational & Cultural Center** Address: 712 E 8th St., Bloomington, IN 47408  
Phone: 812-855-4814

Email: [fnecc@indiana.edu](mailto:fnecc@indiana.edu)

Website: <https://firstnations.indiana.edu/contact/index.html>

#### **Jewish Culture Center**

Address: 730 E 3rd St., Bloomington, Indiana 47401 Phone: 812-336-3824

Website: <https://iuhillel.org/iu-jewish-culture-center>

#### **LGBTQ+ Culture Center**

Address: 705 E 7th St., Bloomington, Indiana 47408 Phone: 812-855-4252

Email: [glbtserve@indiana.edu](mailto:glbtserve@indiana.edu)

Website: <https://lgbtq.indiana.edu/contact/index.html>

#### **La Casa Latino Culture Center**

Address: 715 E 7th St., Bloomington IN, 47408 Phone: 812-855-0174

Email: [lacasa@indiana.edu](mailto:lacasa@indiana.edu) Website: <https://lacasa.indiana.edu/>

#### **Neal Marshall Black Culture Center**

Address: 275 N Jordan Ave Bloomington, Indiana 47405 Phone: 812-855-9271

Email: [nmgrad@indiana.edu](mailto:nmgrad@indiana.edu)

Website: <https://blackculture.indiana.edu/index.html>

## Course Schedule

Week	Day	Date	Topic	Readings	Assignment
1	Tu	27-Aug	Introduction	Syllabus	Group preference survey (not graded)
	Th	29-Aug	Underpinnings of Social Equity	Guy & McCandless (2020) Chapter 1 Rosenbloom (2005) Svara & Brunet (2020)	
2	Tu	3-Sep	Gender	Guy & McCandless (2020) Chapter 2 Heckler (2022) [Video] Sieghart (2023)	
	Th	5-Sep	LGBTG+	Guy & McCandless (2020) Chapter 3 Mallory & Sears (2013) [Video] Fleischer (2016)	
3	Tu	10-Sep	Race	Gooden (2015) Chapter 1 Moloney & Lewis (2023) [Video] PBS (2003)	Naming Paper due at 11:59pm
	Th	12-Sep	Indigenous People	Guy & McCandless (2020) Chapter 4 Foxworth (2022) [Video] Houska (2017)	
4	Tu	17-Sep	Immigrants	Guy & McCandless (2020) Chapter 10 Cruz Nichols et al. (2018) [Video] Higgins (2018)	
	Th	19-Sep	Intersectionality	Guy & McCandless (2020) Chapter 5 Coleman (2019) [Video] Crenshaw (2016)	
5	Tu	24-Sep	Simulation Prep	FEMA (2021) pp.3-36 FEMA ESF 09&15 Handouts in class	Naming & Blaming Paper due at 11:59pm
	Th	26-Sep	Simulation: Disaster Response	Handouts in class	Peer Evaluation on simulation due at 11:59pm
6	Tu	1-Oct	Homelessness	Guy & McCandless (2020) Chapter 6 The Week (2018) [Video] Berry (2017)	

	Th	3-Oct	Environmental Justice	Guy & McCandless (2020) Chapter 11 Nijaki (2015) [Video] Carter (2006)	Naming, Blaming & Claiming Paper due at 11:59pm
7	Tu	8-Oct	Mini Presentations		
	Th	10-Oct	Mini Presentations		
8	Tu	15-Oct	Final Week: Memo Workshop		
	Th	17-Oct	Final Week: Memo Workshop		Analysis Memo due at 11:59pm; Peer Evaluation on memo groups due at noon, Oct. 18

**\*The above schedule is subject to change in the event of extenuating circumstances at the discretion of the instructor.**