



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

Instructor: Dr. Leonor Camarena; Email: lcamaren@iu.edu; Office: SPEA 343

Class Meeting: Asynchronous Online

Office Hours: Tuesdays 2pm – 3pm via Zoom. Appointment is required through Calendly. If you cannot meet on Tuesday afternoons during this time, other times to meet via Zoom can be arranged through e-mail.

Link to schedule an appointment: <https://calendly.com/camarenal/15min>

Course Description: 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. 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 justices 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.

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 today;

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.

Texts: No textbooks required. All readings are provided through Canvas.

Other Course Materials:

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

Course Policies:

1. Participation

Students are expected to be prepared for class and must actively participate in class throughout the entire semester. Class participation is a significant portion of the overall grade (you cannot get class participation points without being actively engaged in the class through discussion board posts, quizzes, and assignment submissions on time).

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.

How are participation points counted in our course?

First, assignments that are submitted on time count towards participation points for the module that they are a part of. 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, but they will still be counted as a 0 for the participation points since it was late.

Second, discussion board posts are part of your participation points. The more detailed and the better you can connect course content to your post, the higher the participation point for that discussion board post will be. Short responses or those that lack any connection to course content will still obtain participation points, but they will not be as high. *If you would like feedback on how your discussion board points are, you may reach out to the instructor at any time. The

instructor will provide feedback on the first discussion board post in terms of if something needs more detail in the future.

Third, we will have some quizzes throughout the course that will count as participation points. These are short quizzes that correspond with the readings / lecture for the module that they are assigned to. Each quiz is either true / false and/or multiple choice. I will drop your lowest quiz (1 quiz) at the end of the semester. While quizzes may show up in Canvas as points on their own in the assignment section and on the gradebook, a week before the class ends, I will remove the quizzes from your canvas grades as counted towards your grade, as these are included with your overall participation point grade and not your overall class grade.

To recap: Participation is worth 20 points and includes various components (assignment submissions on time, discussion board posts, and quizzes). I will post your overall participation point grade a week before the semester ends. The overall participation point grade is a combination of all the items listed above.

There is no extra credit in this course. Therefore, it is in your best interest to stay on top of these participation points.

2. Communication

- E-mail is the best way to contact Dr. Camarena (lcamaren@iu.edu). Please put **SPEA-V532** in the subject line and use a professional tone: “Dear Professor”, “Dr. Camarena”, or “Dear Dr. Camarena” are some 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.

3. 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 assignment will lose a significant amount of points.** For each day that an assignment is late, points will drop one letter grade or 10%.

4. Expectations and etiquette

Students are expected to follow these guidelines:

- All assignments **MUST** have students name written on it for credit.
- All written work should use professional language. No slang, emoticons, text-speak, etc.

- 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/>)
- Students may not submit work that was used in another class (that is considered plagiarism)
- Written work must be written in Times New Roman, Calibri, or Arial 12 or 11-point font with 1-inch margins at the top and bottom, are double spaced, should include your name and course name on the document.
- **Any form of plagiarism WILL NOT BE tolerated and will result in a 0.**

Other Policies:

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.

Every semester without fail hysterical students contact me after I have submitted grades when there is nothing I can do. 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>

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. 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 Requirements:

Assignment	Points	Due Date
Participation	20	Ongoing
Podcast Listen and Reflect	10	Ongoing

Annotated Bibliography and Topic Outline	10	January 22
Photovoice Assignment	20	February 12
Fact Sheet	15	February 19
Policy Brief	25	March 5

Schedule of Assignments:

Podcast Listen and Reflect (5 points each, due throughout the semester) – Twice during the semester (dates in the calendar below), you will choose a podcast from this website: <https://revealnews.org/episodes/>. You can choose any you like related broadly to social justice and equity. If you are interested in environmental justice, there are plenty! Prison reform? They got you! Labor? Immigration? Healthcare? Yes, to all! Reveal is a podcast from the Center for Investigative Reporting and presents information in a clear manner.

For each assignment you will:

- Choose a podcast from the website provided above
- Go to the corresponding Podcast Assignment in Canvas (don't worry, this will be easy to find!)
- There write me between 500-750 words addressing:
 - The main elements of the podcast you chose (What is it about? Who is involved? Where did it take place? What is the issue at hand?)
 - How does the podcast relate to our course materials? (Be sure to cite something we have read!)
 - Would you recommend this to the class, why or why not?

Photovoice Assignment (20 points, due February 12 at 11:59 p.m.) – During the semester, we are going to use a critical research method called Photovoice, whereby through visual images and narratives you interrogate an issue in your community or life. For this assignment, pick an issue you feel passionate about (can be anything you like – personal growth, religious participation, volunteering, environmental justice, clean streets, playgrounds, etc.), and during the semester take **at least 10 pictures (not staged, not edited, as the object/place/person appears naturally)** that reflect your core issue. On Canvas, I have given you some readings about this method and some examples of how people have used it. Pictures should be from within the last year and should not be online photos unless you have cleared the purpose of this with me in advance.

Each picture must have at least 2-3 sentences explaining why you took it, where you took it, how it relates to your overall issue, and how it connects to course materials. You can compile the photos and narrative in a PowerPoint, Word document, or other method that is easily accessible and is presentable.

Additionally, you also must submit on Canvas a one (1) page summary of how you can go about making changes to the issues you have identified through this assignment. What can you as an individual do? What can you as a public administrator do?

Social Equity & Justice Policy Brief Assignment (50 points total, throughout the semester)

Over the course of our short course, you will work toward becoming an expert in a very small slice of public policy that relates to some aspect of social equity and justice. To showcase this expertise, you will be writing a beautifully crafted, persuasive, and incredibly concise social equity and justice policy brief. The overall objective of this assignment is for you to teach yourself (and others) more about a social, political, environmental, or economic equity and justice problem that you want to know more about as well as potential policy solutions to that problem.

What do I mean by small slice? Maybe you are interested in the topic of criminal justice (large slice), but you may consider a smaller issue such as, the racialized effects of money bail systems across the states, the criminalization of people with HIV/AIDs, or re-integration policies for justice-involved individuals. Really, you should delve into an aspect of policy that you genuinely want to learn more about.

The project develops over the course of the semester with scaffolded assignments. You will submit an annotated bibliography with **8-10 sources**, a final (revised) version of a **4-page double spaced fact sheet**, and a final (revised) version of a **2 page, 8.5x11, fully designed policy brief**.

*Each section of this policy brief is broken down into three separate assignments throughout the semester: 1) Annotated Bibliography and Topic Outline – 10 points; 2) Fact Sheet – 15 points; and 3) Final Policy Brief – 25 points. Assignment details and grading rubrics for each section are provided on Canvas. The final policy brief is meant to encompass the revisions that you have made based on my feedback from the annotated bibliography and fact sheet.

References: This syllabus draws from course design and previous syllabi by Dr. 's Kreitzer, Riccucci, and Zavattero.

O'Neill School expectations of civility and professional conduct¹

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.

Enforcement of Public Health Requirements

We will follow all State, Local and University Policies as they pertain to the health and safety of the university community.

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.

¹ 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

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 re-post 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>

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

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

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: glbtserv@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

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

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

Course Schedule

Module	Date		Topic	Reading (by this date)	Assignment
M1	9 Jan - 15 Jan	M1 - 1	Intro to Course / Introducing Social Equity	Syllabus	Syllabus Quiz
		M1 - 2	Introducing Social Equity	Frederickson (1990; 2005; provided online) Guy & McCandless (2020; provided online)	Discussion Board #1
M2	16 Jan - 22 Jan	M2 - 1	Underpinnings of Social Equity / Administrative Rulemaking	Trochmann (2020; provided online) McCandless & Ronquillo (2020; provided online)	Quiz #2
		M2 - 2	Racial Equity	Gooden (2015; provided online) Gooden (2017; provided online)	Bibliography & Topic Outline Due by Sunday, Jan 22 at 11:59pm
M3	23 Jan - 29 Jan	M3 - 1	Gender Equity	Hamidullah et al. (2015; provided online) Stivers (provided online)	Quiz #3
		M3 - 2	LGBTQ+ Issues	Hooker (2020; provided online)	Podcast reflection #1 Due by Sunday, Jan 29 at 11:59pm
M4	30 Jan - 5 Feb	M4 - 1	Indigenous Issues	Ronquillo (2020; provided online)	
		M4 - 2	Transit & Urban Planning	Meerow et al. (2019; provided online)	Discussion Board #2
M5	6 Feb - 12 Feb	M5 - 1	Photovoice Assignment Preparation - No Lecture		
		M5 - 2	Photovoice Assignment Preparation - No Lecture		Photovoice Assignment Due by Sunday, Feb 12 at 11:59pm

M6	13 Feb - 19 Feb	M6 - 1	Homelessness	Fenley (2020; provided online)	
		M6 - 2	Environmental Justice	Kagan (2020; provided online)	Fact sheet Due by Sunday, Feb 19 at 11:59pm
M7	20 Feb - 26 Feb	M7 - 1	Photovoice Assignment Peer Overview		Discussion Board #3 Peer Overview (See Module 7 Instructions / Canvas)
		M7 - 2	Policing	Headley & Wright II (2020; provided online) Meier & Nicholson-Crotty (2006; provided online)	Podcast reflection #2 Due by Sunday, Feb 26 at 11:59pm
M8	27 Feb - 3 Mar	M8 - 1	Abelism & Ageism	van der Horst & Vickerstaff (2022; provided online) Wolbring (2008; provided online)	Quiz #4
		M8 - 2	Diversity Values	Feeney & Camarena (2019; provided online) Sabharwal (2014; provided online)	Policy Brief Due by Sunday, Mar 5 at 11:59pm

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