



## O'Neill School of Public and Environmental Affairs SPCN-V 532 (11852): Social Equity and Justice in Public Affairs

**Instructor:** Dr. Shuyi Deng; Email: [shuydeng@iu.edu](mailto:shuydeng@iu.edu)

**Class Meeting:** Online

**Open Hours:** by schedule. Given that people are from different time zones, there are no scheduled office hours. Please email the instructor ([shuydeng@iu.edu](mailto:shuydeng@iu.edu)) to schedule office hours appointments. Please indicate your time zones and provide a few options that work for you in your scheduling email.

**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 tuition 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. To articulate social equity and justice challenges for public administrators;
2. To identify theories related to social equity and justice;
3. To analyze factors that contribute to social equity and justice challenges;
4. To collect and compare evidence toward verifying and clarifying public problems in terms of social equity and justice;
5. To analyze how official and unofficial stakeholders can influence social equity and justice policymaking and policy choices;
6. To identify and analyze areas for potential improvement;
7. To 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
- Free for in-house 2-hour loan at Business/SPEA Library Course Reserve (find more about how to use course reserve [here](#))

**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
<b>1. Preparation and Engagement</b>	<b>350</b>	
1.1 Interactive Quizzes in Lecture Videos	140	Ongoing

1.2 Discussion board posts	210	Ongoing
<b>2. Analysis Memo</b>	<b>650</b>	
2.1 Naming Paper	100	Friday, 01/31
2.2 Naming & Blaming Paper	100	Sunday, 02/16
2.3 Naming, Blaming & Claiming Paper	100	Friday, 02/28
2.4 Mini Presentation	100	Tuesday, 03/04
2.5 Peer Evaluation on Presentation	50	Thursday, 03/06
2.6 Analysis Memo	200	Saturday, 03/08

Preparation and Engagement (350 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 course. Preparation and engagement points can be earned in several ways.

First, log onto Canvas frequently and engage in all activities. In each weekly module, there are a variety of activities designed to facilitate you to achieve learning outcomes. It is essential that students follow the instructions and finish all activities in time and with high quality work.

Second, start the weekly module well-prepared. The first thing students should do before starting the weekly module is 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. All other 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. For every weekly module, there will be a few discussion questions posted at the end of the video lecture. Students are expected to post their answers/reflections on these questions on the corresponding discussion board.

Fourth, submit assignments on time. As shown in the grading rubric for each assignment, timeliness is one of the criteria of success. It is in your best interest to not miss assignments and to not submit assignments late. Submissions that are late for one day (24 hours) or more are subject to late submission policy (see below).

The overall preparation and engagement grade consists of two components:

1. Reading Quiz (7 quizzes, 20 points for each). After reading/watching the required readings, students should finish a reading quiz before they watch the recorded lecture video and start the subsequent activities. The quiz will be very simple and straightforward if you have read/watch the readings. These quizzes are meant to motivate students to read/watch the readings, but not to challenge students.
2. Discussion board posts (3 posts, 70 points for each). During the lecture videos, the instructor will post some discussion questions to facilitate students to critically reflect on the readings. At the end of the last lecture video of the week, there will be a slide summarizing all discussion questions of the week. Students should choose 3 modules of

the 7 modules (week 1-7) and answer the discussion questions on the corresponding discussion board. Each discussion board post is 70 points. Students will earn 210 by submitting posts to the 3 discussion boards of their choice. If students submit to more than 3 discussion boards, their total discussion board posts will be the sum of the top three posts with the highest scores. Each discussion board post will be graded according to the rubric posted on Canvas.

Analysis Memo (650 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 (100 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:

- 1) State the social equity issue of interest.
- 2) 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.

- 3) 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)
- 4) 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?
- 5) 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? Johnson and Svara's (2011) framework is reiterated in the textbook, chapter 1, page 4.

The Naming Paper should be between 3-5 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 (you don't need a title page). The Naming Paper is due at 11:59pm, January 31<sup>st</sup>. The Naming Paper will be graded according to the rubric posted on Canvas.

2. Assignment #2-Naming & Blaming Paper (100 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:

- 1) 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.
- 2) 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.
- 3) 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.
- 4) 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 between 6-10 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 (you don't need a title page). The Naming & Blaming Paper is due at 11:59pm, February 16<sup>th</sup>. The Naming & Blaming Paper will be graded according to the rubric posted on Canvas.

**!!** 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.** How to use tracked changes could be found under the “Resources” module in Canvas. With tracked changes, your page number might exceed 10, which is fine as long as the newly added blaming portion is no more than 5 pages, including any tables, graphs, and references.

3. Assignment #3-Naming, Blaming & Claiming Paper (100 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:

- 1) 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.
- 2) Offer three specific pieces of advice for the agency that it could take to address the issue.
- 3) Assess your proposals in terms of effectiveness, efficiency, and economy. Is the expected increase in equity at the expense of any of the ‘three E’s’?
- 4) Finally, consider two potential challenges to your proposals. 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 between 8-12 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 (you don’t need a title page). The Naming, Blaming & Claiming Paper is due at 11:59pm, February 28<sup>th</sup>. The Naming, Blaming & Claiming Paper will be graded according to the rubric posted on Canvas.

**!!** 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.** How to use tracked changes could be found under the “Resources” module in Canvas. With tracked changes, your page number might exceed 12, which is fine as long as the newly added claiming portion is no more than 2 pages, including any tables, graphs, and references.

4. Assignment #4-Mini Presentation (100 points). At the end of the course, every student/group will present a summary of their Naming, Blaming & Claiming Paper. The mini presentations serve two purposes: (1) for students to practice professional oral presentations; and (2) a group learning opportunity where students can learn from each other’s project. Craft a presentation using either PowerPoint or Prezi. Summarize the essence of your paper in 10 minutes. Deliver the presentation professionally, video-record your presentations and upload the video to Canvas by 11:59pm, March 4<sup>th</sup>. Use this opportunity to gather feedback from the class to improve your final analysis memo. Mini Presentations will be graded according to the rubric posted on Canvas.
5. Assignment #5-Peer Review on Mini Presentation (50 points). After uploading their own presentation, each student is required to comment on two other presentations of their

classmates'. Each post should be 50-200 words in length and should comment on one or more of the following:

- 1) Highlight the strengths of the presentation;
- 2) Post questions if there are any;
- 3) Point out the weakness of the presentation;
- 4) Propose improvements for the presentation/paper.

Peer review posts should be submitted by 11:59pm, March 6<sup>th</sup>. Posts will be graded according to the rubric posted on Canvas.

6. Assignment #6-Analysis Memo (200 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 (the headings of TO, FROM, DATE, and SUBJECT). See [Owl Purdue](#) for an example.
- **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. Briefly discuss the trade-offs between equity and effectiveness, efficiency, and economy if there are any. End by reinforcing the need for the agency to act.
- **References:** Cite references using APA style.

The Analysis Memo should be between 8-10 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 (you don't need a title page). The Analysis Memo is due at 11:59pm, March 7<sup>th</sup>. The Analysis Memo will be graded according to the rubric posted on Canvas.

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

970 - 100 = A+	870 - 899 = B+	770 - 799 = C+	670 - 699 = D+
930 - 969 = A	830 - 869 = B	730 - 769 = C	630 - 669 = D
900 - 929 = A-	800 - 829 = B-	700 - 729 = C-	600 - 629 = 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 activities. Course topics will be explored through required readings, lectures, discussions, and written assignments.
2. Participation: Participation and engagement are the key to learning in this course. Students are expected to be prepared for the weekly modules and must actively participate in each module's activities 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 “SPCN- 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 after the 3 hours mark (see the rubrics), 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>

### **Accommodations for Students with Disabilities**

Every attempt will be made to accommodate qualified students with disabilities (e.g., mental health, learning, chronic health, mobility, hearing, vision, neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place, and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed. Find your office at <https://accessibility.iu.edu/ada/requesting-accommodations/for-students/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

Module /Week	Date	Topic	Readings	Assignment
Intro.	By Jan. 19	Syllabus Review and Intro.	Syllabus Canvas site	A short (1-2 min) self-introduction video (not graded) Group preference survey (not graded)
1	Jan. 13-19	Underpinnings	Guy & McCandless (2020) Chapter 1 Rosenbloom (2005) Svara & Brunet (2020) [Video] Week 1 Underpinnings	Interactive quiz Discussion board post
2	Jan. 20-26	Race and Native Americans	Gooden (2015) Chapter 1 Guy & McCandless (2020) Chapter 4 [Video] Houska (2017) [Video] Week 2 Race and Native Americans	Interactive quiz Discussion board post
3	Jan.27-Feb.2	Gender and LGBTQ Rights	Guy & McCandless (2020) Chapter 2 Guy & McCandless (2020) Chapter 3 [Video] Fleischer (2016) [Video] Week 3 Gender and LGBTQ Rights	Interactive quiz Discussion board post Naming Paper due at 11:59pm on Jan. 31
4	Feb.3-9	Intersectionality and Targeted Universalism	Guy & McCandless (2020) Chapter 5 powell (2008) [Video] Crenshaw (2016) [Video] Othering and Belonging Institute (n.d.) [Video] Week 4 Intersectionality and Targeted Universalism	Interactive quiz Discussion board post
5	Feb.10-16	Homelessness	Guy & McCandless (2020) Chapter 6 [Video] Berry (2017) [Video] Week 5 Homelessness	Interactive quiz Discussion board post Naming & Blaming Paper due at 11:59pm on Feb. 16
6	Feb.17-23	Immigrants	Guy & McCandless (2020) Chapter 10 Cruz Nichols et al. (2018) [Video] Higgins (2018) [Video] Week 6 Immigrants	Interactive quiz Discussion board post

7	Feb.24- March 2	Environmental Justice	Guy & McCandless (2020) Chapter 11 Nijaki (2015) [Video] Carter (2006) [Video] Week 7 Environmental Justice	Interactive quiz Discussion board post Naming, Blaming & Claiming Paper due at 11:59pm on Feb. 28
8	March 3-9	Mini Presentations		Recoded presentation videos due at 11:59pm on March 4 Peer review on presentations due at 11:59pm on March 6 Analysis Memo due at 11:59pm on March 8

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