

PUBA 744 Immersion

Social Equity in the Public Sector: Self to Systems

Fall 2022

Dr. Kimalee Dickerson

Course Syllabus

Course Description

As a public service leader, your ability to identify social inequities and take steps to create more just workplaces and communities is vital. The goal of this course is to build your capacity to identify systemic oppression, understand its roots and impacts, and take intentional action to further equity. Ultimately, this course aims to provide you with skills and knowledge to support you as a leader for social equity.

This is a hybrid course, and your coursework will be in two phases. First, you will have an asynchronous portion of the course with online readings and assignments. Weeks will typically run from Monday to Sunday for the asynchronous phase of the course, and assignments will be due the last day in the time period. The materials for each week will be released on Canvas the Monday before that week begins (e.g., the module for the week beginning 9/12/22 will be available on Canvas at 5PM EST on 9/5/22). Each week we will explore different dimensions of social equity including intersectionality, race and ethnicity, gender and sexual orientation, and ability. Second, you will have the in-person portion of the course in October. This portion will involve lectures along with individual and group work.

Throughout the course, we will examine different topics in relation to the four levels of oppression: individual, interpersonal, institutional, and structural. Accordingly, you will have the opportunity to explore your own identity and biases, learn from others' perspectives and experiences, examine organizational policies and strategies, and envision solutions to complex systemic inequities.

The asynchronous work will begin on September 5, 2022 and the intensive weekend will begin on the afternoon of Thursday October 6, 2022 and conclude the evening of Saturday, October 8, 2022. I will share the agenda for the in-person weekend and details about the group presentations later in the semester.

On Friday October 7th and Saturday October 8th, there will be instruction from guest lecturers including Tyler Mulligan and Erika Richmond. I encourage you to learn about them and their work in advance of the lectures. Here are some places to start:

- Mulligan: <https://www.sog.unc.edu/about/faculty-and-staff/c-tyler-mulligan>Links to an external site.; <https://dfi.sog.unc.edu/projects/featured-projects>Links to an external site.
- Richmond: <https://law.unc.edu/people/erika-richmond/>Links to an external site.; <https://law.unc.edu/academics/centers-and-programs/center-for-civil-rights/>Links to an external site.

Learning Objectives

1. Define social equity and related terms and understand the importance of working towards equity
2. Recognize various aspects of your identity and examine how your identities and their intersections shape your experiences and perspectives
3. Understand the historic bases for present-day systemic inequities and identify the impacts of inequities on different populations
4. Describe and analyze different strategies to disrupt oppression and promote equity at the individual, interpersonal, institutional, and structural levels

Course Outline

Dates	Topic	Assignments Due
Week 1 9/5-9/11	Introduction to Social Equity, Privilege, and Oppression	Video Introduction Social Identity Reflection Paper
Week 2 9/12-9/18	Race and Ethnicity	Respond to weekly discussion questions & peer comments
Week 3 9/19-9/25	Gender and Sexual Orientation	Respond to weekly discussion questions & peer comments
Week 4 9/26-10/5	Disability	Organizational Equity Assessment Reflection Paper

Week 5 In-Person 10/6	In-person Wright Lecture (required) and other optional activities	
10/7	In-person Lectures and Individual/Group Work	
10/8	In-person Lectures and Individual/Group Work	Group Presentations
Week 6-7 10/23	Wrap Up (no reading/multimedia)	Final Reflection Paper Due

*Assignments are due on the last day of the period unless otherwise specified.

**For the case presentation you will not just be graded for the work presented but you will also be peer-evaluated by your group for your contribution.

***For some of the readings and multimedia you are only required to read/watch/listen to a portion. In those cases, it is noted in the title of the item.

Grading

Students are expected to complete all assignments and grades will be weighted as follows:

Social Identity Reflection Paper	20%
Organizational Assessment Reflection Paper	20%
Class Participation (weekly discussion posts, responses to peer comments, in-person class participation)	15%
Group Presentation & Peer Assessment	20%
Final Reflection Paper	25%

Grading and Evaluation Rubric for Reflection Papers

Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Required Content (40% of total points)	Paper is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.	Paper includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is adequately addressed.	Paper includes all components and exceeds most or all requirements indicated in the instructions. Each question or part of the assignment is thoroughly addressed.
Depth of Reflection (40% of total points)	Paper demonstrates a minimal reflection on, and application of, the concepts, ideas, or strategies in the course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant.	Paper demonstrates a general reflection on, and application of, the concepts, ideas, or strategies in the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates an in-depth reflection and application of, the concepts, ideas, or strategies in the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.
Organization and Writing Style (20% of total points)	Paper is not well organized. Several grammar and spelling mistakes. Words choices are simple; sentences lack variety.	Paper organization makes sense and mostly uses transitions effectively. Uses mostly correct grammar and spelling. Demonstrates some variety in word choice/sentence variety.	Paper organization enhances and moves ideas; transitions used effectively to connect ideas. Uses correct grammar and spelling throughout. Sentence variety and word choices are outstanding.

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Course Materials

Course readings are drawn from a range of sources, including academic journals, scholarly books, news articles, and research reports from policy groups. All course readings will be uploaded and available on Canvas or accessible via a listed hyperlink. In addition to readings, you will be required to watch or listen to multimedia materials. All of these materials are available for free online.

Course Policies

Communication. Email is the best way to reach me. Please feel free to email questions or concerns at any time: dickerson@sog.unc.edu. I will do my best to check email each day, and to reply within 2 business days. I am also available by appointment (phone or Zoom) throughout the semester; email me to schedule a time to meet.

Throughout the semester, I may be contacting you through your UNC student email address. Please check your student email account regularly, or have it forwarded to an account that you do check often.

Statement on Classroom Climate. You belong here, as do your classmates. Whatever your appearance, talents, abilities, identities, histories, or backgrounds, you belong here if you are here to learn and to be humane, inclusive, and respectful toward others who are also here to learn.

My commitment is to create a climate for learning characterized by respect for each other and the contributions each person makes to class. I ask that you make a similar commitment. The topics that we're covering in this class are often difficult, not just intellectually but emotionally. While I expect there to be rigorous discussion and even disagreement, I ask that you engage in discussion with care and empathy for the other members in the class. I encourage you to have the courage to be uncomfortable in this class. In exchange for your courage, I will work to create a environment that supports you taking intellectual and emotional risks.

University Policies

Syllabus Change. I reserve the right to make changes to the syllabus, including assignment due dates. Any changes will be announced as early as possible.

Attendance. Regular class attendance is expected for students. Students are responsible for all of their work, including assessments, tests, and written work, and for all class meetings. Please communicate with me early about potential absences or the need for extensions.

Honor Code. All students are expected to follow the guidelines of the UNC honor code. If you are unsure about which actions violate that honor code, please consult [honor.unc.edu/Links to an external site.](https://honor.unc.edu/Links-to-an-external-site)

Accessibility Resources and Services. The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: [https://ars.unc.edu/Links to an external site.](https://ars.unc.edu/Links-to-an-external-site) or email ars@unc.edu.

Counseling and Psychological Services. UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website (<https://care.unc.edu>) is a place to access the many mental resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website [https://caps.unc.edu/Links to an external site.](https://caps.unc.edu/Links-to-an-external-site) or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more.

Title IX Resources. Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at [https://eoc.unc.edu/report-an-incident/Links to an external site.](https://eoc.unc.edu/report-an-incident/Links-to-an-external-site) Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu/Links to an external site.](https://safe.unc.edu/Links-to-an-external-site)

Course Summary:

Date	Details	Due
Sun Sep 11, 2022	Assignment Social Identity Wheel and Reflection Paper	due by 11:59pm
Wed Oct 5, 2022	Assignment Organizational Equity Assessment and Reflection Paper	due by 11:59pm
Sun Oct 23, 2022	Assignment Final Reflection Paper	due by 11:59pm

Date

Details

Due

Assignment [Class Participation](#)

Assignment [Mini Case Study Group Assignment \[Upload Written Case Narrative Here\]](#)
