

## **Social Equity Policy**

Fall 2024

### **Faculty**

Meghan Doughty (she/her pronouns)

Email: [doughtym@Evergreen.edu](mailto:doughtym@Evergreen.edu)

Office: Lab 1, 3010

Office Hours: By Appointment, Booking: [Meeting with Meghan](#)

### **Location**

In Person.

### **Time**

<u>11/08 (Fri)</u>	6:00 PM - 8:50 PM
<u>11/09 (Sat)</u>	9:00 AM - 4:00 PM
<u>11/10 (Sun)</u>	9:00 AM - 4:00 PM

**Course Description:** Social welfare policy is intended to protect citizens from the instability of a capitalist system and the insecurities of life. It can come in many different forms from Obamacare to foster care policy. The implementation of the programs created by social welfare policy can also vary widely between the federal, state and local levels. This course will serve as a tasting menu of a variety of different social welfare policies through a social equity lens and their administration.

### **Learning Objectives**

1. Define social welfare policy and its current forms in the US
2. Develop a foundational understanding of policy analysis
3. Analyze current social welfare policy solutions using an equity lens

### **Skill Objectives**

1. Improve analytical and professional writing skills
2. Practice critical thinking skills
3. Practice presentation skills

**Salish Tribal Land Statement:** The Evergreen State College is located on the ceded territories of the Medicine Creek Treaty Tribes, which include the Squaxin Island Tribe, the Nisqually Indian Tribe, and the Puyallup Tribe of Indians. The Olympia area was historically a center for trade and exchange among many Salish Sea tribes, including the Chehalis, the Skokomish, and others. With this awareness, we honor the ancestors and pay respect to elders past and present of the Medicine Creek Treaty Tribes, and to all Native peoples of this land.

## Credit Course Equivalencies

2 – Public Policy

### Note about Self-Care:

- Recognize that this is an academic course about personal and sensitive topics.
- Please exercise good self-care and know your limits. See this [self-care assessment](#) for ideas of how to pay attention to yourself.
- Take breaks while reading.
- Assume that there are survivors in the class and be considerate of this likelihood in class discussions.
- Your personal experience and the experiences of the people you know are not representative of everyone's experiences.
- Maintain curiosity and be willing to try new things and be open to new ideas / perspectives.

**Communicating:** Email, Canvas and Zoom are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

## Class Schedule and Readings

### Friday: Social Equity in Policy

Crenshaw, K. "[The urgency of intersectionality.](#)" TED Talk.

Schneider, A., & Ingram, H. (1993). Social construction of target populations: Implications for politics and policy. *American political science review*, 87(2), 334-347.

House, W. (2021). [Advancing Racial Equity and Support for Underserved Communities Through the Federal Government](#). Washington, DC: *The White House*. (Just pay attention to the definitions)

Case Study: (2023). "[Supreme Court Affirms ICWA.](#)" All My Relations. \* Trigger Warning, please take care of yourself, let me know if you need an alternative\*

(2023). "[Adoptive Couple v. Baby Girl Reprise.](#)" More Perfect. \*Trigger Warning, please take care of yourself, let me know if you need an alternative \*

### Saturday Morning: Public Policy Analysis

CORE. *Economy, Society and Public Policy*. [Chapter 3](#). (Skip the “Applying Pareto Efficiency to the Pest Control Game section and section 3.5)

Cairney, P. [Policy Analysis in 750 words: Eugene Bardach’s \(2012\) Eightfold Path](#).

Case Study: Bergh, K & Hall, L. (2024). “[Chair Thompson’s Plan Would Cut SNAP Benefits and Ignore Scientific Evidence in Thrifty Food Plan Updates](#).” Center on Budget and Policy Priorities.

Fuhrer, J. (2024). “[The cost of being poor is rising. And it’s worse for poor families of color](#).” Brookings.

### Saturday Afternoon: Social Equity and Public Policy Analysis

Hankivsky, O., Grace, D., Hunting, G., Giesbrecht, M., Fridkin, A., Rudrum, S., ... & Clark, N. (2014). An intersectionality-based policy analysis framework: critical reflections on a methodology for advancing equity. *International journal for equity in health*, 13, 1-16.

Hankivsky, O., & Cormier, R. (2019). Intersectionality and public policy: Some lessons from existing models. *The Palgrave handbook of intersectionality in public policy*, 69-93.

Case Study: “[New York City public housing is getting less public. How does that affect residents?](#)” Code Switch.

### Sunday Morning: Targeted Universalism

“[Targeted Universalism: Animated Video](#).” Othering and Belonging Institute. Retrieved February 17<sup>th</sup>, 2017.

Ake, W., & Menendian, S. (2019). Targeted Universalism: Policy & Practice.

Case Study: Ake, W., & Lam-Hine, T. (2018). Implementing targeted universalism. *Berkeley.edu*.

### Sunday Afternoon: The Toolbox for Implementation

Nelson, J., & Brooks, L. (2020). Racial Equity Toolkit An Opportunity to Operationalize Equity. Government Alliance on Race and Equity (GARE).

Office of Management and Budget. (2021). Study to identify methods to assess equity: Report to the president. *Pursuant to Executive Order*, 13985.

Case Study: Office of Diversity and Equity. “[The Equity and Empowerment Lens](#).” Multnomah County. Retrieved August 14, 2024. \*Please read the page and then read the Logic model and Foundational Assumptions documents at the end of the page\*

Race & Social Justice Initiative. “Racial Equity Toolkit.” City of Seattle.

## **Assignments**

**Format:** Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors.

Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant. You can contact our graduate programs writing support at: EvergreenWritingAssistant@gmail.com. Additional writing resources can be accessed through the campus Writing Center: <https://www.evergreen.edu/writingcenter/resources>

### **Briefing Paper**

Due: November 8<sup>th</sup> by 6:00pm

Length: 1 page, single spaced (Note: For this assignment a reference page is unnecessary).

Purpose: Briefing papers provide leaders with an issue overview and term definitions when a report or research paper is too lengthy or dense for decision-makers to read and process.

Knowing how to write a briefing paper is a useful skill for public servants and community activists. A good briefing paper is concise, well-organized, and covers the most important and relevant facts for a specific audience.

Instructions:

Pick one of the articles we are reading for class, this should not be a case study or a video. Next, pick an audience (this should be clearly identified somewhere in the paper). Then, with your audience in mind, identify three to five pieces of relevant information from the article and why this information is important for your audience to know. Feel free to include charts or graphs to communicate the needed information.

### **Decision Memorandum**

Due: November 24<sup>th</sup> by midnight

Length: 1-2 page (not including the works cited), single spaced

Instructions:

1. Select one of the policy areas we have discussed in class (child welfare, welfare, housing or diversity, equity and inclusion/social justice policy).

2. Pick your audience. Who should you gear your analysis and recommendation towards?
3. Select a few current sources that provide background and facts about the issue (Ex. government documents, newspaper, academic journal, thinktank website, legal brief, research report, etc.). Pay attention to what decisions already occurred and the results of those actions. Note what crucial pieces of information are missing that leaders may need to make a decision.
4. With your audience in mind, analyze the existing information about what options are available for resolution and/or propose your own options. (One of those options should be the status quo) Weigh out the pros and cons of each option.
5. Finally, make recommendations to your audience. Persuasively inform their decision.

### **EXPECTATIONS AND POLICIES**

**Participation and Engagement:** Your participation will be evaluated based on the depth of your own engagement with class material and how well you support other students' learning and contribute to a collaborative spirit of investigation. This means moving a discussion forward by both sharing your questions and reflections and by listening well to other students and following up with additional questions, reflection, and elaboration. If you find yourself struggling to find ways to contribute, please talk to your faculty about strategies for increasing your participation (we all need support). Students enter our learning community with differing perspectives and experiences. These differences are a strength if we remember that the collective goal is to develop a deeper understanding of the material and our world. We do not need to agree with one another, but we do need to hear each other's thoughts and questions.

**Written Work:** Most work will be completed using secondary/existing sources.

**Format:** Unless otherwise stated, all papers should be typed, double spaced, 12-point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/> ] All written work will be of high quality, grammatically correct, clear and without spelling errors.

Also, a guide to student writing at Evergreen can be accessed through the campus Writing Center: <https://inkwellpublication.wordpress.com/>

**Participation & Attendance:** Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class and/or seminar absence.

After one absence per week (Ex. 2 hours accumulated is one absence), a make-up presentation on the work missed will be assigned by faculty. Makeup work must be completed by the end of the scheduled course to receive course credit. After 9 hours of absences total in one quarter, you may be denied full credit for the course. Also, after reoccurring absences (being late to class; regularly missing an hour of class), you may be denied full credit. Finally, if you do miss a class, you are expected to do the reading for the class meeting missed and turn in any assignments that were due on the class date missed.

**Late Assignments:** Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their faculty no later than the original assignment due date and propose an alternative due date for completion. It is up to the individual faculty to decide whether to accept the assignment on the proposed date. Late assignments must be completed by an agreed upon revised due date to ensure full receipt of course credit.

**Credit:** Students will receive 4 graduate credits if all course requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

**Evaluation:** Student's course self-evaluation and evaluation of faculty are required for credit, and evaluation conference attendance

**Multiculturalism & Diversity:** Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity are defined as: aiming to promote constructive community discourse about issues of culture, power, and differences.

**Technology Use & Learning Styles:** We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the virtual classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell

phones during our online sessions are not an appropriate use of class time. Consult your faculty to discuss technology use and learning style options.

**Reasonable Accommodations** will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services, the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations.

If any student has a health condition or disability that may require accommodations to effectively participate in this class, please do the following: ***Contact Access Services to receive a letter of accommodation prior to the start of class.*** Information about a disability or health condition will be regarded as confidential. Please refer to Evergreen's Students with Disabilities Policy.

**Disability and Chronic Illness Access:** As program faculty, we are committed to creating an environment in which meaningful learning is accessible to every program member. Please tell me very early in the quarter if you have particular learning needs. If the needs are related to a disabling condition, I will keep the condition confidential unless you give me permission to speak to others.

If you are Deaf, or a person living with a disabling condition and with needs that require arrangements, technology or expense to meet, please talk to staff in the [Evergreen Access Services Office](#) to request support: 360.867.6348; office LIB 2153. What faculty can do in the classroom without support from Access Services is limited.

Evergreen's [Assistive Technology \(AT\) Lab](#) is available to everyone on campus, regardless of disability status. Staff provide help with specific software, hardware, and strategies for learning. You can find the AT lab in its own room toward the back of the main floor of the Evergreen Library proper.

**Conduct & Conflict Resolution: Please refer to the MPA Student Handbook**

<https://www.evergreen.edu/academics/graduate-studies/master-public-administration/student-resources>. Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the social contract: WAC 174-121-010 College philosophy. We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process: <https://www.evergreen.edu/offices-services/academic-affairs/student-conduct-code>

We will abide by the non-discrimination policies and procedures at TESC.

**Guest policy:** Guests are welcome to visit our learning community during our virtual class time and seminar meetings *with approval from course faculty in advance of each requested visit*. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval.

All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

**Inclement Weather:** In the event of bad weather or emergencies students should check for announcements of campus closures or service disruptions that might prevent our online class sessions. Students can call the main campus line 360-867-6000 or sign up for Omnilert (<https://www.evergreen.edu/emergency-notifications>) to get the latest news regarding a campus closure or delay. Faculty may decide to still hold class virtually or may cancel a class meeting even if campus is open if there are substantial regional internet service disruptions. Faculty will do their best to provide information to students in the event of an online class cancelation; including sending an all-class email prior to the start of class and posting notice on our Canvas site. Students are responsible for checking email and ensuring viable online access options are available to them.

**Communicating:** Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly – minimally once each weekday and weekend.

**Use of Student Work Posted to Canvas:** Students post their work to an online learning platform known as “Canvas”. Our class canvas site is accessible to faculty and students registered for this course only. The work students post on canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by governments, organizations, or communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

**Audio or Video Recording:** No audio or video recording may occur during class without the informed and voluntary consent of all students, guests, and faculty involved.

**Faculty Title IX Responsibility to Report Sexual Harassment:** The College's [Title IX Policy and Procedure](#) provides for prompt, fair, and effective response to reports and complaints of sex discrimination, including sexual harassment, sexual misconduct, sexual assault and related retaliation.

Examples of situations that can be reported to the Title IX Office:

- Gender discrimination or sexual harassment: any discriminatory conduct based on your gender, gender expression, or perceived gender.
- Sexual assault or rape: Actual or attempted nonconsensual or forced intercourse or contact.
- Dating violence or domestic violence: physical, sexual, emotional, or psychological abuse or threats of abuse in a romantic or intimate relationship, family, or household.
- Stalking: conduct that would cause a reasonable person to fear for their safety or the safety of others, or to feel intimidated or harassed.

To speak to someone confidentially, get support, and learn about your widest range of options, the best place to start is [Evergreen's Title IX Office](#). Students may also access services confidentially through [Student Wellness Services Links to an external site.](#), 360.867.6200. [SafePlace Olympia](#) (521 Legion Way SE, Olympia, 360.754.6300) also is a local off-campus contact for services.

If you choose to tell a faculty or staff member about an incident, be aware that almost all other Evergreen employees (including faculty) are required to report to the Title IX Coordinator information from students about sexual assault, sexual harassment, dating or domestic violence, and stalking. Although we must notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether or not to pursue a formal complaint or legal action.

After receiving information from staff or faculty, the Title IX Coordinator will contact you. The goal here is to make sure you are aware of a range of options available to you and that you have access to the resources you need.

To speak to someone at the Title IX office, call 360.867.5224 or email [titleixcoordinator@evergreen.edu](mailto:titleixcoordinator@evergreen.edu). You may also report anonymously at [evergreen.edu/incidentreport](http://evergreen.edu/incidentreport).