**Master of Public Administration**

**PAF 9165**

**Race, Inequality, and Public Policies**

**Spring 2023**

**Professor**

Name: **Felicia Arriaga**

Office: 1008 in Administrative Building on 22nd & Lexington

Email: felicia.arriaga@baruch.cuny.edu

Office Hours: By appointment but typically before class meetings

**Class Day(s) and Hours: Tuesdays 6:05-9:00 PM | A - 17 Lex 1222, Shorter break around 7:15PM and ending class around 8:30/8:45 PM**

**Course Description**

This class explains different forms of inequality, identifies their origins, and analyzes how and why race and racism shape laws and public policies. The class will assess policies, current and proposed, to reduce inequality, and strategies to promote a more just and ethical society.



Image title: Farmworkers Feed the World, created by Student Action with Farmworkers and the Beehive Collective

**Course Prerequisites:** Open to Austin W. Marxe School of Public and International Affairs students; others with Marxe School permission.

**PAF 9165 Course Learning Goals**

* Be able to articulate and apply a racial equity policy perspective
* To participate in, and contribute to, the policy process from a racial equity policy perspective.
* To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment while paying attention to the different levels of racism.

Upon completion of the course, students will:

* Develop recommendations based on multiple analytical frames, to improve the management of public and nonprofit organizations.
* Engage in the steps of the policy process and identify opportunities to intervene from a racial equity approach.

**Course Materials:**Links to material discussed in class but not found in readings, will also be available in each section along with additional resources like youtube videos, vimeo and playlists.

Required weekly readings can be found on Blackboard under Weekly Readings/Course Documents or via links embedded in the syllabus. **Some readings will be updated on Blackboard but not in the syllabus so please prioritize the Blackboard for them. You should read/review/watch the content listed BEFORE coming to class that day and this should be the content you engage in your weekly discussion post.** Students are also required to read the New York Times/ Race newsletter. It is a great way to stay abreast of current matters relevant to the course. <https://www.nytimes.com/spotlight/race>

**Grading**

Participation and attendance: 30%

Weekly Discussion Posts: 30%

Local Government Assessments: 10%

Final Project: 30%

**Description of Evaluation Components**

**(**language adadpted from Professor Michael Seltzer’s previous iteration)

**Participation and attendance:** Attendance (15%) and participation (15%) will each count as half of this segment of your grade. Participation includes coming to class prepared and engaging with the class discussion in a meaningful way.

**Weekly Discussion Posts:** (Note: All written assignments must be in Microsoft Word in Times New Roman using 14-point font, and submitted on Discussion Board on Blackboard by the end of the day on Sunday of each week)

* Students are required to write on Discussion Board a weekly short essay about one or more of the assigned readings or videos for that week or a related reading of your own choice. The essay topic should reflect one of the main points of a reading(s) or a key overarching question that the reading(s) raised in your mind. The essay should be no less than 250 words in length and posted no later than the end of the day on Friday of that week. The best student comments do one or more of the following:
  + Clearly define concepts from the readings.
  + Provide clear examples of concepts or theories from the readings.
  + Connect readings from various parts of the semester.
  + Connect readings to personal experiences in a thoughtful way meant to engage a deeper understanding of the issues.
  + Demonstrate that the student has read articles in their entirety. Students who fail to do this often mischaracterize the reading or miss an important contradiction addressed in part of the reading or film.
  + Show that students tried to understand the author’s arguments in their entirety. Sometimes students read too quickly, and mistake points the author is making with those he, she, or they are criticizing.
* Essay Framing Questions:
  + What did you discover and/or understand from the readings and videos pertaining to the topic of the week?
  + What particular issue that contributes to inequality did the piece focus on?
  + Which strategies did the organization employ to effect change? (See below for strategy example).
  + Are there other examples that you can draw on from your own professional lives?

**Local Government Assessments**: These assessments require you to attend two government meetings, one local and one non-local to access public engagement effectiveness using a tool developed by the California Institute for Local Government. This assignment can be completed by filling out a google form and/or submitting a word/pdf version.

**Final Project:** Some weeks we will take class time to work on these for you to ask questions of me and your classmates. You have two options to choose from:

* Policy Brief Portfolio (longer instructions on course site): Over the course of the semester you will work toward becoming an expert on a very small slice of public policy. The objective of this assignment is for you to teach yourself (and others) more about a social, political, or economic problem that you want to know more about as well as potential policy solutions to that problem. Given that race has been important fulcrum around which policy, institutions, interpersonal interactions, and discourse in the U.S. has been arranged, your portfolio of fact sheets should reflect an awareness of that notion. (If you disagree, you can address that instead.) The only constraint is that you should consider the intersection/interaction of race and policy, and you should present realistic, practical policy solutions. There are 6 parts in this assignment, and you can work in a group of 2-3 people. My hope is that you will be able to scaffold your knowledge over the course of the semester and to produce a set of fact sheets that you’d be willing to send to your state house or Congressional representative. Toward the end of the semester, you will share a 7-10 minute presentation to the class. You will be evaluated on the clarity of your own presentation as well as your active participation in the Q&A portions of your classmates’ presentations. Examples here: <http://www.rebeccakreitzer.com/briefs/>
* Organizational Assessment: You can also choose to write an essay on a nonprofit organization, university or government entity that is crafting policy and strategy solutions to address racism within their organizations and externally. This can be completed in a group of 2-3.
  + Choose an organization as the subject of your inquiry (preference for one you are affiliated with).
  + Describe the race equity or inequality issue that the organization of your choice is focusing on.
  + Identify the strategies that it is currently employing to address it.
  + Answer the related checklist of questions from Assessing Organizational Racism
  + Make a set of evidence-based recommendations on what other strategies the organization might consider employing.
  + Interview at least 1 person within the organization.
* Class Presentation (10%): Last two class sessions
* **By March 6:** Each student posts on Blackboard the name of the organization/policy issue addressing institutional racism that will be the focus of the assignment and the rationale behind your choice. The organizations can be in any of the following fields or another one of your own choosing: voting rights, educational equity, employment, poverty and asset development, housing segregation, criminal justice, the school to prison pipeline, access to health care, food security, and police violence.
* **By April 3:** Students will present in class a description of what the organization does/and/or the policy issue, and what strategies it currently employs to address racism in its work: What, if any, does the organization/policy arena do in its work to address racist practices and inequalities within the organization and/or the larger society? For the organization: what, if any, does the organization do internally in its work to address internal organizational racism? For example, does it have a diversity, equity, and inclusion statement? What strategies does it employ? Strategies could be any of the following: litigation. public education, demonstrations, lobbying, social media campaigns, documentary films, cultural activism, etc. Individuals can choose to change their organization during the course of the semester. To do so, they must inform the professor in writing as to their new choice and the rationale for the change.

\*Writing Skills (language adadpted from Professor Michael Seltzer’s previous iteration): Writing skills are a critical factor in students’ abilities to complete their course work satisfactorily and succeed professionally. All submissions are to be well-written (clear, well-organized, carefully reasoned), professional looking, and grammatically correct, with proper syntax, grammar, spelling, and punctuation.

\* A free resource is JSTOR. (www.jstor.org). Students can easily access JSTOR through the Newman Library page , https://library.baruch.cuny.edu/You select JSTOR among the databases. Alternatively, you can use Google Scholar, and links to articles in JSTOR will be available if they do a search. Off campus, students will need to enter their Baruch username and password to gain access.

**Attendance and Lateness Policies:**

Discussion Posts: I’ll accept discussion posts a week after they are due for full credit but the point of them is to be in conversation with the relevantly scheduled topics. If they are submitted after that, you can only receive up to 50% credit.

Attendance: I will ask you to sign in each week, if you need to miss a class for something other than sickness, please email me to make a plan for catching up. If you are going to miss more than 3 classes, please consider taking this course at another time.

**Code of Engagement:** We will collectively prepare this during our first meetings together but these are subject to change. **Let me know if you do not agree with the following agreements that we discussed in class (adapted from *Emergent Strategy: Shaping Change, Changing Worlds* by adrienne maree brown):**

* **Listen from the inside out, or listen from the bottom up (a feeling in your gut matters!)**
* **Engage tension, Don't indulge drama**
* **W.A.I.T.--Why Am I Talking?**
* **Make space, Take space**
* **Confidentiality--take the lessons, leave the details**
* **Be open to learning**
* **Be open to someone else speaking your truth**
* **Building, not selling--when you speak, converse, don't pitch**
* **Yes/and, both/and**
* **Value the process as much as, if not more than, you value the outcomes**
* **Assume best intent, attend to impact**
* **Self care and community care**
* **Avoid saying sensitive words like the N word, especially if you do not self-identify with that group**

**Students with Disabilities:**

It is college policy to provide accommodations and academic adjustments for students with disabilities. Any student with a disability who may need accommodations in this class is requested to speak directly to Student Disability Services as early in the semester as possible. All discussions will remain confidential.[[1]](#footnote-1)

Please note, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class should contact Student Disability Services as soon as possible at [disability.services@baruch.cuny.edu](mailto:disability.services@baruch.cuny.edu).

For additional information, please visit: <https://provost.baruch.cuny.edu/facultyhandbook/disabilities_provostsmemo/>

**Non-Discrimination:**

All complaints under CUNY's [Policy On Equal Opportunity And Non-Discrimination](https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/equal-opportunity-and-non-discrimination-policy/) should be reported to

Baruch's Office of Diversity, Compliance & Equity Initiatives at: [Diversity@baruch.cuny.edu](mailto:Diversity@baruch.cuny.edu).

**Academic Integrity:**

Baruch College policy states, “Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college’s educational mission and the students’ personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.”[[2]](#footnote-2)

Additional information regarding Baruch College’s policy on Academic Integrity is available at: <http://www.baruch.cuny.edu/academic/academic_honesty.html>

**The Writing Center:**

The Writing Center offers free, professional writing support for all undergraduate and graduate students at Baruch, through one-to-one consultations, workshops, peer review groups, written feedback, online resources, and a journal of outstanding student writing. We support faculty through classroom visits, in-class workshops, referral forms, and workshop lesson plans, and we’re always available for conversations about teaching and writing. More information is available at <http://writingcenter.baruch.cuny.edu/>, by calling (646-312-4012), or by emailing the Center at [writing.center@baruch.cuny.edu](mailto:writing.center@baruch.cuny.edu).[[3]](#footnote-3)

**Campus Intervention Team:**  
TheCampus Intervention Team (CIT) works together as a support system to provide assistance to students in crisis. Any member of the college community can reach out to the CIT to report a concern about a student. Additional information is available at: <https://studentaffairs.baruch.cuny.edu/campus-intervention-team/>, or by contacting them at: [cit@baruch.cuny.edu](mailto:cit@baruch.cuny.edu) or 646-312-4570​.

**Marxe Advisement:**  
A full range of academic advisement services are provided to Marxe students to ensure the successful completion of their degree programs. Visit their website at: <https://marxe.baruch.cuny.edu/academics/marxe-advisement/> or email them at: [mspia.advisement@baruch.cuny.edu](mailto:mspia.advisement@baruch.cuny.edu).

**Career Services:**Launching a career or transitioning into a new one is a journey—and the Marxe Career Services office is here to guide you. From career consultations to on-campus recruiting, the Marxe community gets access to individualized services to help land a dream job in the public sector. Career counselors are here to support you through every stage of your career, as you evaluate your professional goals, develop a plan, and pursue opportunities.

Visit their website at: <https://marxe.baruch.cuny.edu/student-opportunities/career-services/> or email them at: [mspia.careerservices@baruch.cuny.edu](mailto:mspia.careerservices@baruch.cuny.edu).

**SAMPLE STRATEGIES/TACTICS MENU**

* Advocacy
* Celebrity ‘Ambassadors’
* Coalition-Building
* Community Organizing
* Communications/ Messaging
* Demonstrations
* Film and Theater
* Leadership Development
* Legislation
* Litigation
* Media Outreach
* Petitions
* Policy Change
* Public Arts
* Public Education
* Public Service Advertising
* Public Speaker Training
* Social Media
* Research and Data Analysis
* Reports
* Social Media
* Story Telling
* ‘Stunning’ Statistics
* Research and Data Analysis
* Reports and Surveys
* Targeted Speaking Engagements and Bureaus

**SCHEDULE**

**(Brief Outline: see course site for more information)**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Reading/Assignment** |
| **January 31** | Positionality and Introductions | Please fill out this pre-survey before class: <https://docs.google.com/forms/d/e/1FAIpQLScUpYJl0D_o2Z7Gze81xC107t6VqnaVUelp8ru8oaM51WY6eA/viewform?usp=sf_link> |
| **February 7** | Levels of Racism and Inequality: Making Racially Equitable Policies Overview | Racism, not Race, Causes Health Disparities: <https://www.instituteforhealingandjustice.org/section-1-racism-not-race-causes-health-disparities>  A Theory of Racialized Organizations by Victor Ray  Assessing Organizational Racism by Western States Center  White Supremacy Culture by Tema Okun from dRworks  Review the Council Office of Racial Equity approach: <https://www.dcracialequity.org/racial-equity-impact-assessments>  Review A Toolkit for Centering Racial Equity Throughout Data Integration: <https://aisp.upenn.edu/centering-equity/> |
| **February 14** | Legacy of Slavery and the Idea of Race | Deconstructing the racial structure of public service through critical participatory practices <https://www.tandfonline.com/doi/full/10.1080/15236803.2022.2097038>  Dismantling Institutional and Structural Racism: Implementation Strategies Across the United States: <https://jsepajournal.org/index.php/jsepa/article/view/4837\>  How the Constitution Was Indeed Pro-Slavery: <https://www.theatlantic.com/politics/archive/2015/09/how-the-constitution-was-indeed-pro-slavery/406288/>  **Local**  Laws Affecting Blacks in Manhattan:  <http://www.slaveryinnewyork.org/PDFs/Laws_Affecting_Blacks_in_Manhattan.pdf> on the Slavery in New York exhibit website: <http://www.slaveryinnewyork.org/history.htm> |
| **February 27** | Land Dispossession | **National**  Return the National Parks to the Tribes: <https://www.theatlantic.com/magazine/archive/2021/05/return-the-national-parks-to-the-tribes/618395/>  After a Century of Dispossession, Black Farmers Are Fighting to Get Back to the Land: <https://www.motherjones.com/food/2021/04/black-land-matters-farmers-justice-leah-penniman-fannie-lou-hamer-cory-booker-land-tenure/>  16 maps that Americans don't like to talk about: <https://www.vox.com/2015/5/27/8618261/america-maps-truths>  Facilitating Respectful Return: <https://www.nps.gov/subjects/nagpra/index.htm>  **Local**  Onondaga Nation will regain 1,000 acres of New York forest in historic agreement: <https://www.cnn.com/2022/07/02/us/new-york-onondaga-land-return-trnd/index.html>  Why We Accepted a Thousand Acres of Land Back From New York State: <https://www.thenation.com/article/environment/onondaga-land-new-york/> |
| **March 7** | Reconstruction | **National**  Documenting Reconstruction Violence: <https://eji.org/report/reconstruction-in-america/documenting-reconstruction-violence/>  A Short History of Reconstruction 1863-1877: Chapter 8-Reconstruction: Political and Economic  **Local:**  Mary McTamaney, “Shock and Shame in 1863 Newburgh,” Mid-Hudson Times (Newburgh, N.Y.), June 19, 2019; The Leeds Mercury (Leeds, West Yorkshire, England), “Lynch Law,” July 9, 1863.  New York City Draft Riots: Iver Bernstein, The New York City Draft Riots: Their Significance for American Society and Politics in the Age of Civil War (New York: Oxford University Press, 1991); James M. McPherson, Ordeal by Fire: The Civil War and Reconstruction (New York: Knopf, 1982). |
| **March 14** | New Deal | **National**  The Moynihan Report Revisited: <https://www.urban.org/sites/default/files/publication/23696/412839-The-Moynihan-Report-Revisited.PDF>  HOLC redlining  **Local**  Excerpt from Covenant With Color: Race and Social Power in Brooklyn by Craig Steven Wilder, Chapter 9: The New Deal and the Making of the Brooklyn Ghetto 1920-1990  Submit organization and/or policy issue for your final assignment on Blackboard. |
| **March 21** | Housing | **National**  Homeless Encampment Sweeps May Be Draining Your City’s Budget:<https://housingmatters.urban.org/feature/homeless-encampment-sweeps-may-be-draining-your-citys-budget>  The Power of Public Housing: <https://www.theatlantic.com/business/archive/2015/09/public-housing-success/406561/>  What We Get Wrong About Closing the Racial Wealth Gap: <https://socialequity.duke.edu/portfolio-item/what-we-get-wrong-about-closing-the-racial-wealth-gap/>  What Went Wrong with Public Housing in Chicago? A History of the Robert Taylor Homes: <https://www.jstor.org/stable/40193536?seq=2#metadata_info_tab_contents>  **Local** |
| **March 28** | Carceral State | **National**  Mass Incarceration-The Whole Pie 2022: <https://www.prisonpolicy.org/reports/pie2022.html>  Providing Sanctuary or Fostering Crime: <https://sociology.unc.edu/wp-content/uploads/sites/165/2018/01/2017SocComp-Providing-Sanctuary-or-Fostering-Crime-A-Review-of-the-Research-on-Sanctuary-Cities-and-Crime.pdf>  Dollars & Democracy  **Local**  NJ Values Act: <https://www.aclu-nj.org/en/legislation/values-act-s512a1986#:~:text=The%20Values%20Act%20will%20allow,agencies%20without%20fear%20of%20deportation>.  NY For All: <https://www.nyic.org/wp-content/uploads/2022/02/NY4All2022-ENG.pdf> |
| **April 4** | Education | **National**  Video: How the US Stole Thousands of Native American Children: <https://airc.ucsc.edu/resources/boarding-schools.html>  Video: Mendez v. Westminster: <https://www.youtube.com/watch?v=8mRQm8LdpYo&list=PLkdxPqJNeyDCQ4YeRJO9RyKKj4F-4uIql&index=5>  Video: Brown v. Board of Education: <https://www.youtube.com/watch?v=1siiQelPHbQ&list=PLkdxPqJNeyDCQ4YeRJO9RyKKj4F-4uIql&index=8>  Video: What we get wrong about affirmative action: <https://www.youtube.com/watch?v=HuUDhfKV3bk>  Strife in the Schools: Education Dept. Logs Record Number of Discrimination Complaints: <https://www.nytimes.com/2023/01/01/us/politics/education-discrimination.html>  Student Debt  **Local**  Nice White Parents Podcast: <https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html> |
| **April 5-13-Spring Recess** |  |  |
| **April 18** | Healthcare | **National**  **Local**  She Says Doctors Ignored Her Concerns About Her Pregnancy. For Many Black Women, It’s a Familiar Story: <https://www.propublica.org/article/stillbirths-pregnancy-mothers-parents-racial-disparities>  In-class discussion that includes a brief summary of the organization/policy issue you’ve chosen for the final project. |
| **April 25** | Mental Health | **National**  **Local**  Our Mental Health Doom Loop: <https://www.stitcher.com/show/voxs-the-weeds/episode/our-mental-health-doom-loop-209737277>  Rikers: An Oral History |
| **May 2** | Labor  May Day participation | **National**  Class Mobility and Reproduction for Black and White Adults in the United States: A Visualization: <https://journals.sagepub.com/doi/10.1177/2378023120960959>  **Local** |
| **May 9** | Final Project-Org Assessment or Policy Brief Presentations | **Government Assessments Due** |
| **May 16** | Final Project-Org Assessment or Policy Brief Presentations |  |
| **May 20** | Final Project-Org Assessment or Policy Brief Due |  |

1. McCarthy, Jim. (2019, November 21). *Memo from Provost regarding services for students with disabilities.* Retreived from https://provost.baruch.cuny.edu/facultyhandbook/disabilities\_provostsmemo/ [↑](#footnote-ref-1)
2. Baruch College Student Development & Counseling. (2002, August). *Academic Honesty.* Retrieved from https://www.baruch.cuny.edu/academic/academic\_honesty.html [↑](#footnote-ref-2)
3. Baruch College. (2017, July 30). *Academic Support Services for Baruch Students.* Retreived from https://provost.baruch.cuny.edu/facultyhandbook/academicsupportservices/ [↑](#footnote-ref-3)