Course Description: This course examines the importance of diversity, including race/ethnicity, gender and other demographics in public administration at the local, state and federal level and in various types of public agencies. (3 credit hours: graduate level course)

Class meets: Online

Instructor Information: Dr. Beth M. Rauhaus, Assistant Professor of Public Administration and MPA Program Coordinator
Office: Bay Hall 339
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Office Hours: TBD

Course Materials: The following textbook is required and accessible electronically through the university library. Any additional readings and/or educational videos will be posted in Blackboard or can be accessed through the library online catalog.


Course Objectives: In this course, we will:
   a) examine theories useful in understanding the importance of diversity in public administration and policy.
   b) review and evaluate policies and practices used in recruiting, maintaining, leading, and managing a diverse public sector.
   c) examine diversity, in its various forms, in a variety of public organizations, including regulatory, redistributive, and distributive agencies and understand the impacts a diverse public sector has on public administration.
d) understand the need for representative bureaucracy and representative policy making in a democratic society.

Course Requirements:

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<thead>
<tr>
<th>Type of Assessment</th>
<th>Due</th>
<th>Value</th>
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<tbody>
<tr>
<td>Discussion Boards</td>
<td>Continual</td>
<td>100 points</td>
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<tr>
<td>Reflection Papers</td>
<td>Continual</td>
<td>400 points</td>
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<tr>
<td>Research Paper</td>
<td>Final Week</td>
<td>200 points</td>
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Grades are calculated on a ten point scale. At the end of the semester, students will have a possible score of 700 points.

Discussion Boards: Throughout the course, students will participate in weekly discussion boards, where they will examine major themes from the assigned readings and apply the concepts. Discussion boards will open on Monday mornings at 6am and close on Friday at 6pm. Students should post 3-5 times in each discussion board, with their first post due no later than Wednesday at noon. Details on discussion board policies will be available in Blackboard. There will be a total of 5 discussion boards, each worth 20 points.

Reflection Papers: After lessons, students will write a three to four page reflection of the course material and concepts learned through discussion boards. Papers should include content from the course reading and go beyond summaries. Students must apply these concepts thoroughly. There will be a total of four reflection papers, each worth 100 points. Each reflection paper will be due on Friday at noon. Dates are noted in the course schedule.

Research Paper: Once students receive feedback from their research proposal, they will write approximately a fifteen page research paper. This final paper of the class will be worth a total 200 points and should incorporate major themes from the course, including theoretical and practical concepts from the assigned readings, scholarly literature, and/or government documents and references.

A few important notes regarding written assignments:

For written assignments, please use standard font, such as Times New Roman, 12-point font, 1-inch margins, and double-spacing. Citations and note style should be consistent throughout, using APA Style citations. Papers should be of professional quality, thoroughly proofread, and clear of spelling and grammatical errors. Deductions will be made for such infractions.

References or sources of information for papers must consist of scholarly (peer-reviewed) articles or journals, government reports, or the readings for the class. The
use of Wikipedia or other Internet encyclopedia for any paper is not acceptable for
graduate level work and will not be accepted.

For more information on APA style citations, access this useful guide:
https://owl.english.purdue.edu/owl/section/2/10/

Submissions must be handed in on time! Late submissions will be subject to a ten
percent deduction per day late. Do NOT email assignments to me, unless you have
prior approval to do so.

Course Policies:

**Class Attendance:** Attendance is compulsory. You are responsible for any
class work missed. Professional etiquette is expected at all times in the
classroom. Respect one another by practicing proper etiquette when
engaging in discussion boards.

**Drop Date:** I hope that you never find it necessary to drop this or any
other class. However, events can sometimes occur that make dropping a
course necessary or wise. Please consult with your academic advisor,
the Financial Aid Office, and me, before you decide to drop this course.

Should dropping the course be the best course of action, you must initiate
the process to drop the course by going to the Student Services Center and
filling out a course drop form. Just stopping attendance and participation
WILL NOT automatically result in your being dropped from the class.

**Academic Misconduct:** University students are expected to conduct
themselves in accordance with the highest standards of academic integrity.
Academic misconduct of any kind is unacceptable. THERE ARE NO
EXCEPTIONS. Consequences for academic misconduct or complicity in an act
of academic misconduct on an assignment or test will result in an automatic
F (0 points) for that assignment/test. If academic misconduct is suspected on
any assessment, the instructor reserves the right to impose restrictions on
future assessments for an individual or the entire class as needed. Please
note that the university requires faculty members to formally report all
instances of academic misconduct via an Academic Misconduct Incident
Form.

Academic misconduct includes, but is not limited to, cheating, plagiarism,
multiple submissions, collusion, and fabrication. Cheating is intentionally
using or attempting to use unauthorized materials, information, notes, study
aids or other devices or materials in any academic exercise.

Cheating also includes: 1) the dependence of sources beyond those
authorized by the instructor in writing papers, preparing reports, solving
problems, or carrying out other assignments or 2) the possessing, using,
buying, stealing, transporting, selling or soliciting in whole or in part items
including, but not limited to, the contents of an un-administered test, test key, homework solutions or possession at any time of current or previous test materials without the instructor's permission. Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one's own without proper acknowledgement of the source, with the exception of information that is generally accepted as common knowledge. Plagiarism also includes: 1) the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment or 2) the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. Multiple submissions is the submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from instructors of the class for which the student submits the work. Collusion is intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments. Fabrication, falsification, or misrepresentation is the intentional altering or inventing of any information or citation that is used in assessing academic work.

If you have questions about the university's policy on academic misconduct, please see the Student Code of Conduct and Procedure for Academic Misconduct Cases.

**Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Grade Appeals Process:** As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that she or he has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, (available at [http://academicaffairs.tamu.edu/rules_procedures/assets/13.02.99.C2_01_student_grade_appeal_procedure.pdf](http://academicaffairs.tamu.edu/rules_procedures/assets/13.02.99.C2_01_student_grade_appeal_procedure.pdf)). For complete details on the process of submitting a formal grade appeal, please visit the College of
Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Disability Services:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Course Schedule:**
This course schedule is subject to change. Any changes will be announced in Blackboard.

**Week 1: July 2 - 6**
**Defining Diversity and Representative Bureaucracy**
Read:
- Wilson-Davis, T. (2018). “It is not Always in Black and White: Why Diversity Matters.” *PA Times.* Available at: https://patimes.org/black-white-diversity-matters/ (Use Link to access online)

Watch:
- “The New Inclusion Quotient” (the New IQ), available at: https://www.youtube.com/watch?v=xXU2czYzfbI&feature=youtu.be
- Discussion Board 1 & Reflection Paper 1 due; Reflection Paper should address: How do you define diversity? Why is diversity important in the public sector?

**Week 2: July 9-13**
**Diversity in Public Organizations: Regulatory Agencies**
Read:


- Discussion Board 2 & Reflection Paper 2 due; Reflection Paper should address: Why diversity is important in regulatory agencies? What are the implications of diversity (lack of) in these agencies?

**Week 3: July 16-20**

**Gender Diversity in Public Organizations & Implications**

Read:


- Discussion Board 3 & Reflection Paper 3 due; Reflection Paper should address: In what ways does gender matter in the public sector? How do these examples of differences impact public service?

**Week 4: July 23-27**

**Managing Diversity in the Public Sector**

Read:

- e-book Chapters 2 & 3 “Roles and Responsibilities for Diversity Leaders” & “KSAOs for Diversity Leaders”


- Discussion Board 4 & Reflection Paper 4 due; Reflection Paper should address: What are the best approaches to managing diversity in the public sector? Why is it important to be an inclusive leader?

Week 5: July 30- Aug. 3
Final Week
- Discussion Board 5
- Research Paper due Aug. 1 at noon