PADM 5320.W01
DIVERSITY IN PUBLIC ADMINISTRATION

Summer I 2020 Course Syllabus

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 - https://bb9.tamucc.edu/

Instructor Information: Dr. Beth M. Rauhaus, Assistant Professor of Public Administration and MPA Program Coordinator
Office: Bay Hall 301
Office Phone: 361-825-3286
Email Address: beth.rauhaus@tamucc.edu
Office Hours: By Appointment via WebEx

Course Materials: Readings and/or educational videos will be posted in Blackboard or can be accessed through the library online catalog. This course will use open access materials, which are free and accessible online.

Required E-book available through library:

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:

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Due</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>Continual</td>
<td>100 points</td>
</tr>
<tr>
<td>Reflection Assignments</td>
<td>Continual</td>
<td>400 points</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>Final Week</td>
<td>200 points</td>
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</tbody>
</table>

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 Assignments: After each lesson, students will have a variety of graded activities. Reflection papers are approximately three to four page reflections of the course material and concepts learned through discussion boards, or may include research skills applied to course content, etc. Papers should include content from the course reading and go beyond summaries. Students must apply these concepts thoroughly and reference the readings using APA style citations. There will be a total of four assignments, each worth 100 points. Each assignment will be due on Friday at midnight. Details for the assignments are included on the last slide of each lesson.

Final Exam: During the final week of class, there will be a comprehensive final exam consisting of two sections. One section of the exam will be multiple choice questions, and the other section of the exam will be a short answer/ essay exam assessing knowledge attained throughout the course.

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 of papers will be subject to a ten percent deduction per day late. Discussion Boards cannot be made up; posting late will result in a grade deduction. Exams and quizzes are timed and close promptly on the time noted on the individual assignment. Once the exam/quiz closes you will not be allowed to take the exam. Do NOT email assignments to me, unless you have prior approval to do so.

If you have a legitimate, excused absence, please do contact me to discuss the possibility of making up assignments. Legitimate excuses may include military service, medical emergencies, and/or university related activities that are documented.

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 discussion boards. Respect one another by practicing proper etiquette when engaging in discussion boards.

Dropping a Class: 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:**
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she 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.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at:
http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf.

**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: June 1-5**
**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)
- Frederickson e-book Chapter 1 “Social Equity and the New Public Administration”
Activity:
- Discussion Board 1 & Reflection Paper 1 due - Details in Powerpoint (100 points)

Week 2: June 8-12
Diversity in Public Safety Organizations

Read:

Activity:
- Discussion Board 2: Why diversity is important in regulatory agencies?
  What are the implications of diversity (and lack of) in these agencies?
- Reflection Assignment 2 due Friday at midnight

Week 3: June 15-19
Gender Diversity in Public Organizations & Implications

Read:

Activity:
- Discussion Board 3: In what ways does gender matter in the public sector? How do these examples of differences impact public service?
- Reflection Activity 3 due Friday at midnight

**Week 4: June 22-26**

**Managing Diversity and Being an Inclusive Leader in the Public Sector**

Read:

Activity:
- Discussion Board 4: What are the best approaches to managing diversity in the public sector? Why is it important to be an inclusive leader?
- Reflection Assignment 4 due Friday at midnight

**Week 5: June 29-July 3**

**Final Week**
- Discussion Board 5: What did learn about diversity in the public sector? Why is diversity important?
- Final Assignment (200 points)