PUBADM 653 ~~Diversity~~, Equity and Inclusion

Spring 2021 | Amit Patel [he/him/his]

Course Information

Credit Hours: 3 | Online Course: NO | REMOTE | April 10th – 11th (Weekend Workshop) | Blackboard

Instructor Information

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Course Overview

This course considers issues of diversity broadly defined to include race, ethnicity, culture, nationality, religion, sexual orientation, gender identity, gender expression, and ability. Through an interdisciplinary social science lens, we will examine: How do we experience and understand diversity and difference? How do diversity and differences shape the dominant culture, systems, and public service organizations that affect individuals, families, communities, and society? We will explore the contours of diversity, equity and inclusions in variety of contexts with interactive videos, discussions, and exercises. We will build on the model of cultural competence that emphasizes knowledge, awareness, and skills. Consequently, we will try to develop approaches to practice, and frameworks to apply in our public service careers to advance diversity, equity and inclusion, and ultimately empowerment.

Course Materials

All the required readings are posted on the course website.

**Required readings:**

Carroll, K., Wright, K., & Meier, K. J. (2019). Minority public administrators: Managing organizational demands while acting as an advocate. *The American Review of Public Administration*, 49(7), 810-824.

Holman, M. R. (2017). Women in local government: What we know and where we go from here. *State and Local Government Review*, 49(4), 285-296.

Ross, H. (2008). Proven strategies for addressing unconscious bias in the workplace. *CDO Insights*, *2*(5), 1-18.

Williams, B. N., & Duckett, B. (2020). At the Juncture of Administrative Evil and Administrative Racism: The Obstacles and Opportunities for Public Administrators in the United States to Uphold Civil Rights in the Twenty‐First Century. *Public Administration Review.*

Schedule at a Glance

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| --- | --- | --- | --- |
| Time | Session | Topic | Assignments Due |
| **Day 1: Saturday, April 10th 2021** | | | | |
| 9:00 – 10:15 AM | 1 | Breakfast Roundtable: Diversity Appreciation |  |
| 10:15 – 10:30 AM | 15 Minutes Break 1 | | |
| 10:30 – Noon | 2 | Introduction to Diversity, Equity and Inclusion |  |
| Noon – 1:00 PM | Lunch Break | | |
| 1:00 – 2:15 PM | 3 | Identities and Implicit Biases |  |
| 2:15 – 2:30 PM | 15 Minutes Break 2 | | |
| 2:30 AM – 3:30 PM | 4 | Microaggressions |  |
| 3:30 – 3:45 PM | 15 Minutes Break 3 | | |
| 3:45 – 5:00 PM | 5 | Race, Ethnicity, and Gender |  |
| **Day 2: Sunday, April 11th, 2021** | | | | |
| 10:00 – 10:45 AM | 6 | Ability, Religion, and Nationality |  |
| 10:45 – 11:00 AM | 15 Minutes Break 1 | | |
| 11:00 – Noon | 7 | Intersectionality |  |
| Noon – 1:00 PM | Lunch Break | | |
| 1:00 – 1:45 PM | 8 | Incorporating DEI in Public Service |  |
| 1:45 – 2:00 PM | 15 Minutes Break 2 | | |
| 2:00 – 3:00 PM | 9 | Conclusion and Way Forward |  |
| **Memos Due: 5 pm on April 25th, 2011** | | | | |
| **Case Study Due: 5 PM on May 2nd, 2021** | | | | |

Learning Objectives

Upon completion of this course, participants will learn definitions, key concepts, and principles of diversity, equity, and inclusion that are directly applicable in public administration, public policy, urban planning and related disciplines.

Participants will be able to demonstrate the following high-level skills:

* Identify key challenges in terms of diversity, equity, and inclusion in public service
* Develop cultural competency and address implicit biases in their own behavior
* Understand the implications of social justice issues on health and well-being

In terms of Network of Schools of Public Policy, Affairs, and Administration (NASPAA)’s Accreditation Standards, this course contributes to the core competencies 1, 2, and most importantly, 5 stated below:

1. Lead and Manage in Public Governance

2. Participate in and contribute to the public policy process

5. Communicate and interact productively with a diverse and changing workforce and citizenry

Teaching Style and Pedagogical Approach

The course combines hands-on exercises with graduate seminar style discussion and has minimal lecturing. The course takes place over a single weekend and provides three weeks of reflection time with the help of several assignments.

I will present main themes of the session in a nutshell using interactive discussion format. I will be asking provocative questions that are meant to generate debate and discussion; consequently, the success of this course will heavily rely on your participation in the synchronous sessions. While I plan to cover the major themes, lecturing will be minimal. This class is a graduate seminar and takes the form of a structured discussion.

The in-class exercises will provide you an opportunity to put principles in practice through hands-on experience. We will also use them as an opportunity to guide class discussions and critically think about ways to advance diversity, equity, and inclusion in your own personal and professional life.

The important feature of this course is that we will learn from practicing GIS in a guided workshop. We will use active learning format, where you will be on driving seat while we serve as facilitators. You will use policy area of your liking and engage in a substantive mapping exercise as a team of three and several guided tutorials. All in-class assignments are primarily geared towards providing practice.

Assignments

**Memos with Critical Reflections:** Participants will write three memos on any three of the required readings. Each memo will focus on a single reading, summarize the reading, and most importantly provide your critical reflections. Each memo should be between 800 to 1000 words. Participants should complete this assignment individually.

**In-class Exercises:** Individual sessions will have several in-class exercises. Completing them in class is required.

**Diversity Equity and Inclusion Case Study:** Students will conduct independent research and present recommendations to advance the goals of diversity, inclusion and equity with respect to a specific population, community, or issue in a public service organization of their choice. The project will include a brief introduction of the organization, assessment of current state of DEI in the case study organization and a set of recommendations. Participants can work on this project individually or in small groups (3 to maximum 4 students). Groups will submit a single paper and receive the same grade. Groups will also include a statement that lists each individual members’ specific contributions. The statement should be vetted by all the members.

Grading Policy

The weight of each assignment on your final grade will be as follows:

1. Memo with Critical Reflections **30%**

a. Reading 1 (10%)

b. Reading 2 (10%)

c. Reading 3 (10%)

2. Class Participation (Discussion and workshop) **15%**

a. Attendance (5%)

b. In-class participation (5%)

c. Online discussion on Discussion Board (5%)

3. In-class Exercises **30%**

4. Diversity Equity and Inclusion Case Study **25%**

**Class Participation:** Participation consists of asking questions, engaging with classmates in tutorials, and making meaningful contributions to the group exercises. Attendance consists of presence in all class sessions. Students will need written permission from the instructor to excuse an absence from any portion of the course.

The final weighted score of assignments and class participation will be converted to a letter grade as follows:

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Percentage** | **Quality Points** |
| A | 93-100% | 4.00 |
| A- | 90-92% | 3.75 |
| B+ | 87-89% | 3.25 |
| B | 83-86% | 3.00 |
| B- | 80-82% | 2.75 |
| C+ | 77-79% | 2.25 |
| C | 73-76% | 2.00 |
| F | 0-72% | 0.0 |
| **INC** | A grade of Incomplete (INC) is not automatically awarded when a student fails to complete a course. Incompletes are given at the discretion of the instructor. They are awarded when satisfactory work has been accomplished in the majority of the course work, but the student is unable to complete course requirements as a result of circumstances beyond his/her control. The student must negotiate with and receive the approval of the course instructor in order to receive a grade of incomplete. I will consider this grade only for medical and family emergencies. | N/A |
| IF | Received for failure to comply with contracted completion terms. | N/A |
| W | Received if withdrawal occurs before the withdrawal deadline. | N/A |
| AU | Audit (only by permission) | N/A |
| NA | Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.) | N/A |

Code of Conduct and Academic Integrity

It is the expressed policy of the University that every aspect of academic life – not only formal coursework situations, but all relationships and interactions connected to the educational process – shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit is the student’s own and is in compliance with University policies, including its policies on appropriate citation and plagiarism. These policies are spelled out in the Code of Student Conduct here: <https://www.umb.edu/life_on_campus/policies/community/code>. Students are required to adhere to the code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Graduate Catalogue and relevant program student handbook(s).

Accommodations

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. If you have a disability and feel you will need accommodations in this course, please contact the Ross Center for Disability Services, Campus Center, Upper Level, Room 211 at 617.287.7430. http://www.umb.edu/academics/vpass/disability/ After registration with the Ross Center, a student can request accommodations at any time; we recommend that students inform the professor of the need for accommodations by the end of the Drop/Add period to ensure that accommodations are available for the entirety of the course.

## Anti-discrimination and anti-harassment policies

The University of Massachusetts Boston’s Office of Civil Rights and Title IX fosters a community committed to dignity and respect for all our members. For information about UMB’s anti-discrimination and anti-harassment policies and procedures, please visit <http://umb.edu/crtix>. If you would like information about support resources, please visit <http://umb.edu/titleix/resources>

## Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, lacks a safe and stable place to live, or may be in need of support in any other way, is urged to contact U-ACCESS about their services. They offer a food pantry, lunch 3 days a week, housing assistance, legal consultations, and many other services. You can reach them at u-access@umb.edu or check out their website at <https://www.umb.edu/uaccess>.

Detailed Schedule

The class meets on Saturday, April 10th and Sunday, April 11th. The second day is shorter and begins late (by an hour). Both days have multiple 10-minute breaks and a 1-hour lunch break to avoid Zoom fatigue.

Day I: Saturday, April 10th, 2011

Session 1: [9:00 – 10:15 AM] Breakfast Roundtable and Diversity Appreciation

Topics: Welcome, introductions, logistics, and syllabus review

In-class Activity: Diversity-appreciation exercise

\*\*\* 15-Minute Break: 10:15 TO 10:30 AM \*\*\*

Session 2: [10:30 – Noon] Introduction to Diversity, Equity, and Inclusion

Topics: Definitions and Key Concepts

In-class Activity:

\*\*\* 1 Hour Lunch Break: Noon TO 1: 00 PM \*\*\*

Session 3: [1:00 – 2:15 PM] Identities and Implicit Biases

Topics: Key ideas and Implicit Association Tests

\*\*\* 15-Minute Break: 2:15 TO 2:30 PM \*\*\*

Session 4: [2:30 – 3:30 PM] Microaggressions

Topics: Types of microaggression and their effects, Identifying and addressing microaggressions

\*\*\* 15-Minute Break: 3:30 TO 3:45 PM \*\*\*

Session 5: [3:45 – 5:00 PM] Race, Ethnicity, and Gender

Topics: Race and Gender and their role in social justice

Day II: Sunday, April 11th, 2011

Session 6: [10:00 – 10:45 AM] Ability, Religion, and Nationality

Topics: Ability, religion, and nationality

\*\*\* 15-Minute Break: 10:45 TO 11:00 AM \*\*\*

Session 7: [11:00 – Noon] Intersectionality

Topics: Intersectionality of race, gender, ability, religion, nationality and other dimensions of diversity

\*\*\* 1 Hour Lunch Break: Noon TO 1: 00 PM \*\*\*

Session 8: [1:00 – 1:45 PM] Incorporating DEI in Public Service

Topics: DEI and its implications for professional practice of public administration

\*\*\* 15-Minute Break: 1:45 TO 2:00 PM \*\*\*

Session 8: [2:00 – 3:00 PM] Conclusion and Way Forward