

The Evergreen State College
Master of Public Administration Program
Dismantling Racism in the Public Sector
 Winter 2019 ~ 2 Credits

Class Meetings

Friday, January 11 5:00pm – 9:00pm
 Saturday, January 12 9:00am – 5:00pm
 Sunday, January 13 9:00am – 5:00pm

Location

Seminar 2, D2107

Adjunct Faculty

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**TESC MPA MISSION STATEMENT - “Be the Change”**

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities.

COURSE DESCRIPTION

How do we dismantle racist, oppressive public sector systems to build and sustain anti-racist multicultural public sector systems? In this course we will examine how internal and often hidden forces (bias) affects oppression and the ways in which individuals, laws, policies, processes and practices interact to systematically advantage white people and disadvantage people of color.

This course will include two self-assessments, recognizing that we must first understand ourselves before we can effectively transform public sector systems. Using a diagnostic tool that has been used by over 17 million people throughout the world, students will learn their implicit associations and specific strategies to mitigate those associations. Using a cultural awareness assessment tool, students will discover where they are along four dimensions of cultural competence and specific actions to grow in each dimension.

We will examine specific procedural changes for moving from of an exclusive, monocultural organization to a fully inclusive, anti-racist multicultural organization, and how to apply this knowledge to improve employee engagement, public service delivery and outcomes.

We will explore the key drivers of public sector inclusive excellence:

- Purpose (why are we here? what do we do/produce? who do we serve?);
- Values and organizational culture to achieve purpose (how we do things around here); and
- Relationships (with the people we serve and the people who serve them).

We will read and discuss two (2) texts plus some additional readings such as articles, reports, and research studies. Lectures and films will be featured during our class sessions. Students will complete four (4) shorter assignments and prepare one longer paper on which they will deliver a short presentation the last night of class. I reserve the right to make changes to this syllabus.

Winter Schedule: January 11-13, 2019

Dates	Topics	Readings	Assignments Due
Friday 1/11 5-9 pm	Introduction and Course Overview Purpose Exclusive versus Fully Inclusive Organizations: what is the difference and why does it matter? Self-awareness: starting with self Targets and Agents: How to bring our best selves to work (and life!)	<i>Blindspot</i> by Mahzarin and Greenwald Dr. Letitia Nieto readings	Assignment #1 One-page learning intention <i>(bring hard copy to class)</i>
Saturday 1/12 9-5 Values & Organizational Culture	Values: the foundation for anti-racist decision-making and behavior Organizational Equity: The connection implicit bias and explicit equity	 <i>Post Traumatic Slave Syndrome</i> by DeGruy	Assignment #2 Complete Harvard Implicit Association “Tests and Cultural Awareness Assessment <i>(bring hard copy to class)</i> Assignment #3 Seminar preparation document <i>(bring hard copy to class)</i>
Sunday 1/13 9-5 Relationships	How leaders move organizations from exclusive to inclusive excellence (or don’t): up, down, in, out and across Partner presentations	In-class Handouts	Assignment #4 Team presentation with visual aid
After class ends	Evaluations		Evaluations due Wednesday, January 16 - Self-evaluation - Faculty evaluation

Required Books

Banaji, Mahzarin and Anthony Greenwald. (2013). *Blindspot: Hidden Biases and Good People*. Delacorte Press.
DeGruy, Joy (2005). *Post Traumatic Slave Syndrome*. Joy DeGruy Publications, Inc.

Pre-Class Assignments

[Simon Sinek – How Great Leaders Inspire Action \(18:05 minutes\)](#)

[Helen Turnbull – Inclusion, Exclusion, Illusion & Collusion \(13:16 minutes\)](#)

[Verna Myers – How to Overcome our Biases \(17:54 minutes\)](#)

[Take the Harvard Implicit Association Test on Race and one of your choosing](#)

Assignments

Assignments #1: Learning Intention

Due first night of class, Friday

1 page paper

- Bring hard copy to class (we will be doing a peer review exercise in class).
- The purpose of the learning intention is to be clear about what your learning goals are for the weekend – what is it that you are most wanting to learn about dismantling racism in the public sector? Why is that specific learning important to you?

Assignments #2: Complete Harvard Implicit Association Test on Race & Cultural Awareness

Assessment

Due second day of class, Saturday

- Bring hard copy to class
- The purpose of the Harvard Implicit Association test is to increase your self-awareness and understanding of your hidden biases.
- The purpose of the Cultural Awareness Assessment is to increase your self-awareness of your cultural competence.

Assignment #3: Seminar Overview

Due second day of class, Saturday

1 page paper

- Bring hard copy to class (you will need the information for an exercise during Seminar).
- A seminar overview is a one-page document to prepare you for Seminar. The overview will include:
 1. Key take-aways from the reading (3-5)
 2. Questions the reading raised for you
 3. Connections to current events, course material, and personal experience
 4. Other information you deem relevant

Assignment #4: Teach Back Presentation and Visual Aid (team assignment)

Due third day of class, Sunday

20 minutes (10 minute presentation + 10 minute Q&A)

- The purpose of the team assignment is to bring together all your learnings from the course to “teach back” a key concept to the class.
- The presentation will focus on a racialized public sector system (real or hypothetical) and the strategies from class that may help to achieve organizational equity.
- Each group will have 20 minutes – 10 minutes for the presentation and 10 minutes to respond to questions from the class.
- Each member of the team must participate in some way during the presentation. If a video is shown, it cannot exceed 3 minutes.

Course Policies

Late assignments: Late assignments will not be accepted.

Participation & Attendance: Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers.

Credit: Students will receive 2 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on case-by-case basis. Refer to the MPA student handbook. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of total credit. Students will be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

Evaluation: Written self-evaluations and a faculty evaluation are required for credit at the end of each quarter, along with faculty evaluations of students.

Multiculturalism & Diversity: Faculty and students work toward weaving multiculturalism and diversity throughout our learning in readings, lectures, seminar and group projects.

Learning Styles: Faculty endeavor to provide information in multiple formats. Consult your faculty to discuss learning style options or personal challenges.

Accommodations: To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition are regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

Other Expectations of Students and Faculty: We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). See the college's [Student Conduct webpage](#) for more.

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

Communicating with Each Other: Email is our primary means of communication. You are responsible for checking your Evergreen email regularly.