

**Diversity Policy
Winter 2013**

Meeting Times: January 25-27 & February 15-17
Fridays 6:00pm-9:00pm, Saturdays & Sundays 9:00am-4:00pm

Location: Sem II B 2109

Amy Gould

Seminar II D2106 goulda@evergreen.edu
Office hours: by appt. Phone: (360) 280-8111

“You must be the change you wish to see in the world.”-- Mohandas K. Gandhi

TESC MPA Mission Statement: 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.

Winter 2013 Course Description & Learning Goals:

Discrimination happens. Beyond the motivation and intention of discriminatory actions, this course aims to excavate both our social and personal thresholds for discrimination and nondiscrimination in public administration. The concepts will be examined in the context of U.S. social policy and public employment policy. From historical and present day foundations, we will study the purpose, design, and implementation of diversity policies at the societal and organizational levels. Specifically, we will respond to the following questions:

- 1) Are there connections between how public administration designs nondiscrimination social policies (ex. emergency response, welfare, fair housing, social security) and nondiscrimination employment policies (ex. Title VII of the Civil Rights Act, Age Discrimination in Employment Act, Equal Pay Act, Immigration and Reform and Control Act, Americans with Disabilities Act)?
- 2) On what basis should social policies discriminate? On what basis should public employers discriminate? What are our social constructions of “deserving” and “undeserving” related to diversity policies?
- 3) Are diversity and nondiscrimination employment policies feasible for public managers to implement and apply? This question applies to all aspects of a manager’s decision making scope including, but not limited to: hiring, firing, accountability, customer service, contracts, project management, volunteers, advisory Boards, etc.
- 4) What is the future of diversity and nondiscrimination policies in public service?

Fair warning: this course is offered in a two weekend intensive format. This will require a large amount of self-directed learning through readings, assignments, and in class workshops.

Books:

All of the books are available for purchase new or used online at various Internet sites or for purchase through your local bookstore or our TESC campus bookstore. I strongly recommend shopping around for the best deals and highly recommend purchasing used books.

Middleton, D. (2010). *The Challenge of Human Diversity: Mirrors, Bridges, and Chasms*. 3rd edition. Waveland Inc. ISBN: 978-1577666752

Midgley, J., Tracy, M., Livermore, M. (2008) *The Handbook of Social Policy*. 2nd edition. Sage Publications. ISBN: 978-1412950770

Schneider, A., Ingram, H. (2005) *Deserving and Entitled: Social Constructions of Public Policy*. State University of New York Press. ISBN: 978-0791463420.

Wuthnow, R. (2006). *Saving America?: Faith-Based Services and the Future of Civil Society*. Princeton University Press. ISBN: 978-0691126289

Yanow, D. (2002). *Constructing ""Race"" and ""Ethnicity"" in America: Category-Making in Public Policy and Administration*. Sharpe. ISBN: 978-0765608017

Winter 2013 Schedule (faculty reserves the right to alter the schedule)

WEEKEND I

Friday January 25th

Time	Activity	Deliverable
6:00pm	Introductions, Course Overview Lecture: Definitions	
7:30pm	Workshop: Active Listening	
8:00pm	Seminar	<u>Readings for the Day:</u> Midgley, chs. 1, 2, 6 & all chapters in Part II Middleton (all)

Saturday January 26th

Time	Activity	Deliverable
9:00am	Lecture: Social Policy History & Current Day	<u>Readings for the Day:</u> Midgley, chs. 18, 19 & all chapters in Part IV <u>Assignment 1:</u> Historical Policy Paper
11:00am	Interview Team Breakout Session (groups of no more than 3 people)	<ul style="list-style-type: none"> • <u>Done before class and brought to class:</u> Assignment #1, e-mail to Amy and bring 3 copies • <u>Done in class:</u> Exchange assignment #1 in team, read each other's work, draft questions to ask the author about the historical policy & moment discussed.
12:00pm	Start interviews in your small group	<ul style="list-style-type: none"> • <u>Interviewers:</u> Notate comments on feedback form. Give sheets to author at end.
12:00pm	LUNCH (on your own)	
1:00pm	Guest Speakers	<u>Speakers for the Day:</u> Steve Gill, Administrator & Tribal Liaison for WA Veteran Services Emily Murphy, Policy Manager at One America
3:00pm	Panel De-brief & Seminar	

Sunday January 27th

Time	Activity	Deliverable
9:00am	Lecture: Diversity & Difference	<u>Reading for the Day:</u> Schneider & Ingram (ALL)
10:30am	Application: Hurricane Katrina <ul style="list-style-type: none"> • Film & Discussion 	
12:00pm	LUNCH (on your own)	
1:00pm	Guest Speaker: Joelle Brouner, U.N. Treaty on the Rights of Disabled Persons	
2:00pm	Seminar	
3:00pm	Discuss White Paper, Presentations, Universal Design/Access	

WEEKEND II

Friday February 15th

Time	Activity	Deliverable
6:00pm	Diversity policies in employment & service Guest Speaker: Mark Sullivan, OFM, Senior Workforce Planning & Performance Mgr	<u>Readings for the Day:</u> On-line HR readings, TBA
7:30pm	Workshop/Lecture: Implementing Diversity Policies	

Saturday February 16th

Time	Activity	Deliverable
9:00am	Lecture/Discussion: What drives Policy?	<u>Reading for the Day:</u> Wuthnow (all)
11:00am	Guest Speaker: Jovi Swanson, DOH Policy, Legislative & Constituent Relations	
12:00pm	LUNCH (on your own)	
1:00pm	Employment Policy Case Study workshop: Break out into groups of no more than 3 people.	<ul style="list-style-type: none"> <u>Done in class:</u> Each student in the small group will take turns being manager of the group. Each student will manage a “meeting” to find resolution to a nondiscrimination employment policy issue from a sample case provided in class by the faculty. The manager should explain the policy problem, develop a recommendation with the team, list the goals of the recommendation, address the stakeholder impacts of the recommendation (pro and con), and discuss how to implement the recommendation.
2:00pm	Case Study workshop	“.....” repeat with different student as manager.
3:00pm	Case Study workshop	“.....” repeat with different student as manager.
4:00pm	End	Turn in hand written resolutions.

Sunday February 17th

Time	Activity	Deliverable
9:00am	Seminar	<u>Reading for the Day:</u> Yanow (all)
11:00am to 4:00pm	WORKING LUNCH (presentations will start at 11:00am and go through the lunch hour)	<u>Assignments 3 & 4:</u> White Paper & presentation
	10 minute individual or group presentation	

Assignment #1: Historical Moment in Social Policy Paper Due: 1/26 by 9:00am Pages: 5
 E-mail your paper to Amy and make 3 copies of this assignment to bring to class. Arrive at our first Saturday meeting ready to be interviewed by your peers about your paper. Select a pivotal moment in U.S. history that drastically changed social policy. Some examples are: colonialist contact with sovereign Tribal Nations, Ratification of/Amendments to the U.S. Constitution, Civil War, Industrial Revolution, World War I/II, Depression, Civil Rights Movement, Labor Rights Movement, Women’s Rights Movement, Gay & Lesbian Movement, Disability Rights Movement, Urban to Suburban sprawl, Presidential Administrations, Expansion of the Internet, 9-11-01, etc. You may rely on resources for the class or other readings. After you briefly describe the point in history selected, respond to the following questions in your paper: 1) Why is this historical moment important to public administration? 2) How did this moment change the way we design, implement, or manage social policy? 3) Are we still experiencing the effects of this historical moment today?

Assignment #2: Social Policy Analysis Paper Due: 2/4 by 9:00am Pages: 5 to 10

E-mail your paper to Amy. Select a social policy to analyze in depth. Some examples are: Emancipation, Segregation, rapid emergency response, New Deal, welfare/workfare/TANF/AFDC, fair housing, clean water/air, Social Security Act, Civil Rights Act. After briefly describing the policy selected, respond to the following questions: 1) Why did you select this policy? 2) What social problem or need does the policy address? 3) Who is not served by this policy? 4) On what basis do you believe the policy is effective or ineffective?

Assignment #3: White Paper Employment Policy Recommendation Due: 2/17 Pages: 5 to 10

To be completed either as an individual or in a group of no more than 3 people, you will identify a problem in an employment nondiscrimination policy. You can pick the level of government (federal, tribal, state, county, city), type of organization (non-profit, agency, school, etc.), and specific nondiscrimination employment policy. (some examples are: Title VII of the Civil Rights Act, Age Discrimination in Employment Act, Equal Pay Act, Immigration and Reform and Control Act, Americans with Disabilities Act, WA state nondiscrimination employment policy, TESC policy, United Way, etc.) Write a white paper: define a problem with the policy (in design or implementation), propose a policy change, address the pros and cons of the policy change, identify stakeholders and the target audience of your proposal, and persuade both those affected by the policy change and those making decisions about the policy change to adopt your proposal. The white paper should include an executive summary, table of contents, policy background, problem statement, proposed policy change, impacts on stakeholders due to the policy change proposed, and an action plan to implement your policy change. An example will be provided and this assignment will be discussed further in class.

Assignment #4: White Paper presentation Due: 2/17

THE TOPIC SHOULD BE THE SAME FOR ASSIGNMENTS 3 & 4.

If you chose to complete the white paper as an individual, then you will give your presentation as an individual. If you chose to complete the white paper as a group, then you will give your presentation as a group. The presentation should be about a key nondiscrimination policy in employment practices (same as in White Paper). Respond to the following questions: What is the policy? What should be changed? Why & How? How does your recommendation relate to the readings for the class? Why is this change important & what are the impacts on stakeholders? How do we implement the changed policy as practitioners?

- A presentation should use PowerPoint or Prezi, maximum of 5 slides, and not exceed 10 minutes total. Any photographs or graphs/charts should have an explanation about what is being displayed. All photographs should be cited with their source. Things to think about: contrast, background color (dark colors require a dark room), limiting red and green (colorblindness), font size, readability, universal design/access.
- If using a handout, it may not be more than 1 page, single sided, double spaced, no more than 3 colors, 12 point font or larger and must have a graphic. If using a poster/display, it must be large enough for all to see, have no more than 3 colors and use a graphic. If using a video, it may not be more than 5 minutes long and should be of good quality.
- If presenting in a group, all group members need to participate in the presentation as able.

Evaluation: Written self-evaluations and faculty evaluations are required for credit, at the end of each quarter, and will be discussed along with faculty evaluations of students at the evaluation conference. (Students may elect to submit faculty evaluations to Program Secretaries.)

Learning Styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (for example knitting may be ok, however, activities such as surfing the internet, reading unrelated materials, playing with a PDA or cell phone are not appropriate.) Consult your faculty to discuss learning style options.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and life-style differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Format: Papers should be typed, double spaced, 12 point font and follow APA format. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty.

Late assignments: Turning in assignments late is unacceptable. However, if there is a need to turn in an assignment late, the student must contact the faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the end of the quarter the assignment was originally due to ensure full receipt of course credit.

Credit: Students will receive 4 graduate credits at the completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes will not be offered. Credit denial decisions will be made by the faculty. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements *before* the due date), or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.

Accommodations will be provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability; please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty after class and/or Contact Access Services in Library 1407-D, 867-6348. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy. <http://www.evergreen.edu/policies/g-studentada.htm>

Expectations of Students and faculty to promote 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. Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so), with the right to support from other program members during those discussions, if that seems helpful.

We will abide by the social contract: WAC 174-121-010 College philosophy.

<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

We will abide by the student conduct code: Chapter 174-120 WAC Student Conduct Code & Grievance/Appeals Process

<http://search.leg.wa.gov/wslwac/WAC%20174%20%20TITLE/WAC%20174%20-120%20%20CHAPTER/WAC%20174%20-120%20%20CHAPTER.htm>

We will abide by the non-discrimination policies and procedures at TESC:

<http://www.evergreen.edu/policies/policy/nondiscriminationpoliciesandprocedures>

Participation & Attendance: Students are required to attend each class meeting. Participation includes speaking in class, listening to others, taking notes, completing class interactive exercises, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit.

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.