UNIVERSITY OF NEBRASKA AT OMAHA

MANAGING DIVERSITY IN THE PUBLIC SECTOR

PA8896 3 credit hours
Spring Semester 2021
Class Meetings: https://unomaha.instructure.com/courses/45221

Instructor: Nuri Heckler, J.D., Ph.D. (he/him/his)

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Email: nheckler@unomaha.edu

Office Hours: Make an appointment to meet during most business hours through Dr. Nuri's Bookings App available here.

COURSE INFORMATION

Catalogue Description

The course provides an overview of diversity efforts in the public sector, introduces theories of diversity, equality, and equity, and develops a toolbox for managing diverse public organizations to serve diverse clients and citizens.

Course Overview

Diversity is everywhere. It always has been. The failure to include diverse perspectives in public service is a failure of effectiveness and a fundamental challenge to our democracy. Diversity in terms of race, gender, sexuality, ability, religion, class, and ways of thinking of the world are reflected throughout our society, yet an overwhelming majority of our government and public services have been operated by, managed by, and designed for straight white Christian able-bodied non-poor men. To alleviate this imbalance requires completing the historical record to include the contributions of other people, and determining how best to honor those contributions moving into the middle of the 21st Century. This class gives students tools including cultivating self-assessment and critique. It is also designed to give students the confidence to start making mistakes while learning and empathizing with others. At the end of this course, we will feel better equipped to lead public service organizations by valuing all perspectives and cultivating a culture of belonging.

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STUDENT LEARNING OUTCOMES

The assignments in this course meet the NASPAA MPA target competencies in the following ways.

MPA Target Competency	Relevant Course Activities
To lead and manage in public governance	Students will learn tools for leading a diverse public service through management case studies and the development of a diversity plan.
To analyze, synthesize, think critically, solve problems and make decisions	Students will use the readings and case-studies to think critically about issues of diversity in public service and engage in self-assessment exercises.
To articulate and apply a public service perspective	Students will be challenged to identify the role of diversity in public service through journal exercises and case studies.
Communicate and interact productively with a diverse and changing workforce and citizenry	Students will spend most of the course thinking about and engaging with the concept of diversity, the meaning of difference, and how to successfully manage a diverse public service in case studies, class exercises, discussions, readings, final assignments, and presentations.
Participate in and contribute to the public policy process.	Students will have a homework assignment on diversity law and will discuss policies that could increase democratic access to diverse perspectives and people.

Additional Competencies
In addition to the NAASPA competencies, this course will develop students' empathy, cultural competency, and emotional intelligence.

REQUIRED TEXT / SUPPLEMENTAL MATERIALS

Required Text:
 All required texts will be provided via Canvas and through various links online.

SUPPLEMENTARY (OPTIONAL) TEXTS AND MATERIALS

This list of materials can help your students get started on their research for the course and helps non-traditional students to get academic research projects started more easily.

Academic Journals:

- Public Administration Review
- Journal of Public Administration Research and Theory
- Administrative Theory and Praxis
- American Review of Public Administration
- Public Performance and Management Review
- Nonprofit and Volunteer Sector Quarterly
- Harvard Business Review
- Public Management Review
- The Du Bois Journal
- Gender and Society

Magazines:

- Governing (http://www.governing.com/)
- The Public Manager (http://www.thepublicmanager.org/)
- Government Executive (http://www.govexec.com/)
- Government Technology (http://www.govtech.com/)
- Stanford Social Innovation Review (https//ssir.org)

Associations:

- ASPA (American Society for Public Administration): http://www.aspanet.org
- PMRA (Public Management Research Association): http://www.pmranet.org/
- ARNOVA (Association for Research on Nonprofit and Voluntary Action): http://www.arnova.org/
- ICMA (International City/County Management Association): http://icma.org
- NASPAA (National Association of Schools of Public Affairs and Administration): http://www.naspaa.org/

Books:
- Frederickson, G. 2010. *Social Equity and Public Administration: Origins, Developments, and Applications.*
- Gooden, S. 2016. *Race and Social Equity: A Nervous Area of Government.*
- Foldy and Buckley. 2014. *The Color Bind: Talking (and Not Talking) about Race at Work.*
- Bonilla-Silva, E. 2003. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States.*
- Ferguson, K. 1984. *The Feminist Case against Bureaucracy.*
- Kendi, I. 2019. *How to be an antiracist.*
- Ellison, II. G. 2017. *Fearless Dialogues: A new movement for justice.*
- Steele. C. 2011. *Whistling Vivaldi: How stereotypes affect us and what we can do.*

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COURSE POLICIES

Email: I return emails within 2 business days.

Canvas: You are expected to log in at least two times a week at https://unomaha.instructure.com/login to keep up with the lectures and assignments for each module. If you use a different email address than your university email, it is your responsibility to make sure that your personal email address is linked to your university account. If you encounter difficulty accessing the course site or maneuvering through it, visit this site. WARNING: There are several ways to reliably contact me, but Canvas is not one of them. Please do not reach out to me through Canvas, but through the other means.

Zoom Office Hours: I am using Microsoft Bookings to manage my office hours. This gives you the flexibility to schedule a 30-minute meeting with me at your convenience. Please go to THIS LINK to book a time slot. If you have booked a time slot and are looking for my Zoom office, the link is https://unomaha.zoom.us/my/drnuri.

Phone and Text: The fastest way to reach me is to text or call me at 970-236-6311. In most cases, I will be able to respond within a matter of minutes.

Due Dates: Most assignments are due at 11:59PM on the final day of the module, usually a Monday night. For discussions, you will be asked to make an initial post by Saturday night at 11:59PM and at least two follow-up posts to your peers by Monday night at 11:59PM.

Late Work Policy: The deadlines for each assignment are posted in this syllabus and in each week's module on Canvas. It is your responsibility to manage your course calendar and turn in assignments when required. Each assignment turned in after the due date will incur **a 5 percent penalty for each 12-hour period that it is late. Thus, an assignment turned in 1 week after the due date will incur a 70 percent point penalty**. The nonprofit plan may not be turned in any later than the 1st of May, the last date that I can accept work for the semester.

Extra Credit Policy: There are no extra credit assignments.

Grades of Incomplete: The current university policy concerning incomplete grades will be followed in this course. This includes the university policy concerning COVID-specific incompletes described in more detail below.

Rewrite/Resubmit Policy: With some exceptions, you may rewrite and resubmit any two deliverables. Quizzes do not count as deliverables. Rewrites are due on the last day of the semester. NOTE: the nonprofit plan is iterative, and so an earlier draft rewrite must be submitted at least 10 days before the next draft is due. The final draft is due on the last day of class and so cannot be rewritten.
NOTE: If you turn in a paper late and incur a penalty, your rewrites will incur the same penalty. A paper that is turned in three days late and gets a 35 could be rewritten for a 70, but not 100.

Illness and Excused Work: With a documented reason, any assignment may be turned in on the final day of the semester. Documentation can include a doctor's note, a note from a UNO employee who is familiar with your situation, or a funeral program for a first degree relative (grandparent does not count without more).

COVID-Related Flexibility

This semester, we anticipate some students may have reservations about their presence on campus due to personal vulnerability or vulnerability of those in their places of residence. Faculty are asked to work with students to address COVID- related flexibility requested by students. If either the student or faculty feels the requested COVID-related flexibility is inappropriate or does not meet expectations, the BRT Form is available for additional support and remediation at: https://cm.maxient.com/reportingform.php?UnivofNebraskaOmaha&layout_id=10

Diversity Statement

SPA Diversity Statement- "There must be a clear respect for diversity maintained in the class. This includes respect for people related to gender, sexual orientation, religious identity, disability, age, socio-economic status, ethnicity, race, culture and other differences. All of us have something to offer, and together, we can cultivate a classroom environment where individuals of varying opinions, experiences, and backgrounds are able to learn in a supportive and inclusive setting."

The UNO MPA program believes that we all must work hard to communicate the fact that everybody belongs in public service. Those who have traditionally been welcomed in race, gender, and class segregated universities have the greatest responsibility to our peers to make this belief real. We call on all students and faculty to create a space where everyone is valued for the unique experiences they bring to public service.

Relational Learning Community

This class is a community of human beings. This statement may seem self-evident, but the university classroom community historically benefitted upper-class white men while excluding many, including women and people of color. Our classroom community requires us to spend energy and time investing in our relationships to one another. Most of us know how to develop meaningful relationships. Please bring these skills and experiences with you. Additionally, assume that the community's experiences are different than our own and are often not equivalent or even comparable to anything we have ever experienced. In a relational space, difficult ideas that help us feel we have made mistakes and/or hurt others are gifts given to us by the speaker for which we can be grateful. When community members speak with one another, they share with other human beings and know that they are seen as fully human themselves.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, & EXAMS)

Writing Format: All citations must be in APA and Bluebook formatting. All papers should be double-spaced, 10-12 point standard font, with 1" margins.

1. **Quizzes**
2. **Discussions**
   Discussions can seem a bit artificial, but they can also be lively places for debate and development of understanding. They are also a chance to boil down the information you've learned into brief writings that can be useful for communication in nonprofit settings. You are the difference between a good and bad discussion. I will assign you to smaller discussion groups for some modules, but first I want to give you all a chance to meet everyone else in the class. Your discussions will be graded on the following.
   a. How well and thoughtfully you respond to all prompts.
   b. How well and thoughtfully you comment on other student's prompts.
   c. Word limits.
   d. Timeliness: all initial posts should be completed before Saturday at 11:59PM, and all reply posts before Monday at 11:59PM.
3. **Homework**
   Homework assignments will generally be short written assignments in which you will be asked to analyze a case study and respond to a prompt assessing the knowledge developed in the last class. Each assignment will be slightly different and will be available in advance on Canvas.
4. **Professor Meetings**
   To develop meaningful relationships, candor, and openness in this

asynchronous online course, I request that all students meet with me in small groups at least two times during the course of the semester.

    a. You must get together with one or two other students to meet with me in a small group, giving us a chance to get to know one another and to have candid discussion in a small group.

    b. You must meet with me at least once before March 1.

    c. [Use the Bookings app to set up a meeting](#).
    NOTE: Each student should set up the meeting individually to make sure they receive credit.

5. **Identity Presentation**
Students will be asked to present on a cultural phenomenon that has implications for a specific identity. The presentation should be seven to ten minutes long. These presentations will focus on some aspect of culture that is relevant to public service and identify a particular identity that is affected by that cultural phenomenon. HINT: Simpler is better.

6. **Diversity Plan**
Your final assignment will be to write a diversity plan for an organization with which you have some familiarity. The diversity plan should include a history of the organization highlighting the organizations relationship to race, gender, ability, sexuality, class, and other relevant identities. It should include the context surrounding the organization such as the demographics of the leadership, staff, clients, communities, and geographical area. It should also include sections on organizational culture, human resources management, legal obligations, and contributions to democracy. This plan will be turned in over four assignments.

    a. Choosing a public organization- You will submit a short description of the organization that you have chosen, and will answer questions to help you begin your analysis.

    b. Draft 1- You will submit a draft to your professor, and it will be automatically shared with two of your peers for review.

    c. Peer Reviews- You will review two of your peers' papers and give them feedback that they can readily incorporate into their final draft. The feedback should focus on making the research deeper and more analytic.

    d. Final Draft- The final draft will be graded based on the extent to which you incorporated the feedback of your peers and myself and/or defended your choice not to incorporate the feedback.

I.   Basis for Final Grade

Assessment	Percent of Grade
Discussions	20
Professor Meetups	15
Quizzes	10
Homework	10
Presentation	20
Diversity Plan	25

Course Grading Scale: Points System

Points Scale (I round up)	
A = 93.01-100	B- = 79.01-83
A- = 89.01-93	C = 69.01-79
B+ = 86.01-89	D = 59.01-69
B = 83.01-86	F = 0-59

ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs at http://www.unomaha.edu/student-life/student-conduct-and-community-standards/policies/academic-integrity.php. (UNO Student Life, http://www.unomaha.edu/student-life/student-conduct-and-community-standards/policies/academic-integrity.php)

Plagiarism
In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source.

Never let it appear that ideas and information gleaned from other sources are your own. The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

If you have a question about using or citing another writer's work, DO NOT GUESS. Check with your instructor or a consultant at the UNO Writing Center. Bring a printout of the original source and your

paper to the consultation. <mark>(UNO Faculty Senate, https://unomaha.app.box.com/s/gxb4ebuoy2f2vr2403olt0me9c3msl4q)</mark>

For clarification of what exactly qualifies as plagiarism, review this link. http://turnitin.com/assets/en_us/media/plagiarism_spectrum.php?_ga=2.241995333.630472260.1499802799-1598903150.1499802799

- When writing, use your own words. When you use another writer's words, use quotation marks and credit the source with an in-text citation.
- Do not make slight variations in the language and then fail to credit the source. If the idea is essentially the same, the author still deserves credit.
- If you are unsure whether to cite or not,.. always cite.

ACCESSIBILITY ACCOMMODATIONS

It is my goal that this class be an accessible and welcoming experience for all students. Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu) <mark>(Accessibility Services Center, https://www.unomaha.edu/student-life/accessibility/faculty-and-staff.php)</mark>

CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. I expect students to come to class well prepared, meaning readings and other assignments have been completed before class time. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

CAPS is located in 102 H&K, and provides confidential counseling and mental health services to help students manage personal challenges that impact emotional or academic wellbeing. You can learn more about CAPS at https://www.unomaha.edu/student-life/wellness/counseling-and-psychological-services/index.php or by calling 402-554-2409.

CRISS LIBRARY

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can give you guidance specifically for your area of study. Students are encouraged to explore customized resources featured on their Web site: http://www.unomaha.edu/criss-library/research-and-instruction/subject-librarians.php.

CELL PHONES, MOBILE DEVICES, LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. If you should receive a phone call or text, please step outside to respond. DO NOT take pictures or video during class.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available at http://www.unomaha.edu/emergency/index.php.
If travel to campus is not feasible due to a declared emergency, a combination of Blackboard, teleconferencing, and other technologies will be used to facilitate academic continuity. I will notify students of procedures through Blackboard course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. If you cannot get to class because of adverse weather conditions, contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement to our course site in Blackboard). If you cannot get to class because of weather conditions, I will make allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments. (West Virginia University, http://facultysenate.wvu.edu/files/d/5a22c706-1eca-48a8-8884-5b66106a29bf/adverse-weather-commitment.pdf)

PREFERRED NAME & PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. (Texas A&M Office of the Dean of Student Life, https://studentlife.tamu.edu//example-of-inclusive-statements-for-syllabi/)

REPORTING SEXUAL MISCONDUCT AND RELATED RESOURCES AT UNO

Title IX of the Education Amendments Act of 1972 states that "No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subject to discrimination under any educational program or activity receiving federal financial assistance." The University of Nebraska at Omaha (UNO) seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of harassment, misconduct, or assault, we encourage you to report this. If you report sexual assault, sexual misconduct or sexual harassment to a UNO faculty or staff member, by law she or he must notify UNO's Title IX Coordinator, Charlotte Russell (402-554-3490) about the basic facts of the incident. Students wishing to have a confidential conversation with a designated campus representative may contact UNO Counseling Services (402-554-2409) or UNO Ombudsperson, Dr. Shereen Bingham (402-554-4857). For more information about campus resources at UNO, please go to the UNO Student Safety Website at: http://www.unomaha.edu/student-life/student-safety/index.php

SPEECH CENTER

The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help you with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process, whether you are just starting to develop topic ideas or nearly finished with preparing a presentation.

For more information about their services or to schedule an appointment, go to unomaha.edu/speechcenter or visit them in Arts and Sciences Hall, Room 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. If you have experienced or are experiencing a difficult personal situation, consult the resources available from the Division of Student Affairs at http://www.unomaha.edu/student-life/student-safety/index.php. (Student Conduct & Community Standards, http://www.unomaha.edu/student-life/student-safety/index.php)

TECHNICAL SUPPORT

Technical support for common university systems, including Blackboard and email, is available from Information Technology Services Technical Support located in 104 Eppley Administration Building. The help desk may also be contacted via email to unohelpdesk@unomaha.edu or via phone at 402-554-4357.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software you use to write your assignments is irrelevant, as long as you follow my writing guidelines outlined later in my syllabus. I recommend to have access to a computer weekly. If you do not own a computer, there are computers accessible to you on the UNO campus. Consult the Web pages of Information Technology Services (https://www.unomaha.edu/information-technology-services/labs-and-classrooms/labs-and-kiosks.php) and the Criss Library (https://www.unomaha.edu/criss-library/library-services/computers-and-equipment.php) for more information on equipment availability. (University of Central Florida, http://www.fctl.ucf.edu/teachingandlearningresources/coursedesign/syllabus/statements.php#technologysoftware)

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit them at their main location in Arts and Sciences Hall, Room 150. (The Writing Center, http://www.unomaha.edu/college-of-arts-and-sciences/writing-center/faculty-resources/index.php#boilerplate)

TENTATIVE COURSE SCHEDULE

Wk	Topic	Readings	Assessments
1	Review Syllabus- History of Diversity in the U.S. I	Syllabus, Grosfuguel 2013; Feinberg 1996	Quiz; Survey; Intro Discussion
2	History of Diversity in the U.S. II	Douglass; Addams; Ekins and King 2005	Omaha History Discussion
3	Power and Oppression	Young 2004; Kendi 2019 (Chs. 2-3)	Power Analysis
4	Identity Development	Sue 2004; Ellison 2015	Five Fears Case Study
5	Systemic Oppression	The Groundwater Approach 2018; Rubin and Bartle 2005	Quiz; Antiracism Analysis
6	Psychology of Oppression	Obear 2013, Payne, Vuletich, and Lundberg 2017	Quiz; IAT Report
7	Organizational Culture	Gooden 2016 (Ch. 1); Mastracci and Arreola 2016	Org. Culture Case Study
8	Intersectionality	Annamma, Connor, & Ferri 2013; Breslin, Pandey, and Riccucci 2017	Empathy Workout
9	Gender, Sexuality, and Ability	Guy, Bishu, and Heckler 2019	Survey, Autoethnography
10	Race, National Origin, and Religion	Turnbull 2001; Hutchinson and Condit 2009	Quiz; Identity Presentation
11	Public Diversity Law	Bostock v. Clayton County 2020; Ricci v. Destafano 2009	EEOA Case Study; Diversity Plan Report
12	Cultural Competency	Lopez-Littleton and Blessett 2015; Mills 2007	Cultural Competence Case Study
13	"Diversity Management"	hooks 1995; Davidson 2011 (Ch. 1); Kundu et al. 2019	Quiz; Social Justice Role
14	Tolerating, Including, Belonging	OPM 2016 D&I Plan; Bradley-Geist, King, Skorinko, Hebl, & McKenna 2010	Diversity Plan: Primary Draft
15	Leading the Way	Gambrell 2016; Merriweather 2018	Quiz: Diversity Plan: Peer Reviews
	Last Day of the Semester		Diversity Plan: Final Draft

Other Important Dates

Last day to drop a course and receive a 100% refund (via MavLink)	Jan. 17, 2021
Last day to withdraw from a course with a grade of "W" (via MavLink)	April 2, 2021

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, I reserve the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course. (Metropolitan Community College, https://faculty.mccneb.edu/JFAUCHIER/soc101jf/syllabus.htm).

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