

San José State University
Master of Public Administration/ Political Science Department
PADM 295 Topics in Public Administration - Diversity and Social Justice
Spring 2021

Course and Contact Information

Instructor:	Dr. Eric Ramones, Ed.D, MPA, IPMA-SCP
Office Location:	Virtual Office via Zoom
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Email:	eric.ramones@sjsu.edu
Office Hours:	Wednesday 5pm to 6pm or by appointment
Class Days/Time:	Wednesday 6pm to 8:45pm
Classroom:	Virtual Classroom via Zoom
Prerequisites:	PADM 210

Course Description

This course examines the role of public administrators to promote diversity and inclusion to provide service to the community. This includes the analysis of social justice issues and the public administrator's responsibility to lead and influence positive change.

Course Format

This course adopts an online virtual format using the Zoom meeting platform. Internet connectivity, computer with video and audio capability, and email account for submission and receipt of assignments are required.

Course Goals

To gain fundamental knowledge of diversity and social justice applicable to a career in public administration. Students will learn: broad knowledge of fundamentals and practices of diversity management; the application of creating an inclusive environment, strategies and techniques to provide public service to diverse communities including historically underrepresented and marginalized groups; and the analysis of social justice issues for the purposes of addressing equity

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Analyze the function of diversity in public administration
2. Think critically about social justice issues and how they influence decisions in public administration
3. Identify the key competencies of leading and managing diversity in a public organization
4. Develop a strategic diversity and social justice framework and action plan
5. Utilize personal privilege as a public administrator to be an advocate for positive change to promote diversity and social justice

MPA Program Learning Outcomes (PLO)

1. Lead and manage in public governance
2. Participate in and contribute to the policy process
3. Analyze, synthesize, think critically, solve problems and make decisions
4. Articulate and apply a public service perspective
5. Communicate and interact productively with a diverse and changing workforce and citizenry

Required Texts

Textbooks

- A. Adams, M., Blumenfeld, W.J., Castañeda, C., Hackman, H.W., Peters, M.I. and Zúñiga, X.,eds. (2013). *Readings for diversity and social justice*. Third edition. New York :Routledge
- B. Rice, M. (2010) *Diversity and Public Administration: Theory, Issues, and Perspectives*. Second edition New York:Routledge

Recommended Reading

Kendi, I. X. (2019) *How to Be an Antiracist*. New York:One World

Other technology requirements / equipment / material

Web Camera and Microphone if not built in to personal computer. Assignments will be submitted via email in either Microsoft Word (preferred) or PDF format

Course Requirements and Assignments

Personal Privilege Paper:

You will conduct an introspection on your privilege in society from a diversity lens: gender, age, race, socioeconomic status, and other factors. You are required to include relevant concepts to discuss how your privilege influences your thoughts, actions, and decisions as a public administrator. In addition, you will discuss the responsibility of using your privilege to lead positive change. Papers should be 5-7 pages, double-spaced, typewritten. CLO 2,5 PLO 3,4

Presentation: You will provide a 10 minute presentation summarizing your personal privilege paper and emphasize the impact on your role as a public administrator to lead positive change. CLO 2,5 PLO 4,5

Social Justice Framework and Action Plan: This assignment should be 5 to 7 pages (format and template will be provided). You will create a social justice framework and action plan for your organization. This could be for your division, department or work team. It will include an executive summary of your organization's commitment to social justice, equity, anti-racism and the framework for addressing these structural and systemic issues. You will include a specific action plan with a timeline for the completion of goals, objectives, and key deliverables. You are required to include a review of policy and recommended changes. CLO 1,2,4 PLO 1,2,4

Organizational Diversity Assessment: Papers should be approximately 15 pages double-spaced typewritten (Not including the cover page and references). Papers should contain at least 10 references from the literature of the last 5 years. You will conduct a diversity assessment on a public agency which is not your current or previous employer. Through critical inquiry, a review of artifacts and evidence, and interviews of employees, you will assess whether or not the public agency is diverse and inclusive. This will include a review of the

vision, mission statement, organizational goals, policies, procedures, and similar documents. You will need to cite references or other evidence to justify your conclusion. CLO 1,3 PLO 2,3,4

Class Participation: You will be rated on your ability to remain actively engaged in the discussion by contributing relevant themes and referencing applicable concepts from the textbooks. In addition, you will be asked to participate in team exercises, and make ad hoc presentations to the class. CLO 1,2 PLO 4,5

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

The culminating activity and signature assignment for this course is the Organization Diversity Assessment.

Grading Information

- Personal Privilege Paper 20%
- Presentation 10%
- Social Justice Framework and Action Plan 20%
- Class Participation 20%
- Organizational Diversity Assessment 30%

Determination of Grades will be based on the following criteria:

1. The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”, citations are relevant and accurate
2. The appropriate application of concepts from class discussion and readings to the analysis
3. The quality of the incorporation of relevant research to justify or provide evidence for position held, or to support or refute statements
4. The quality of critical thinking demonstrated in writing

Late work will only be accepted for an unforeseen emergency or hardship and will be penalized by at least one grade based on the extended deadline. Missed work will result in either a failure of the course or an incomplete. Students must communicate the emergency or hardship in advance of the assignment due date, if possible.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

Classroom Protocol

Attendance and Participation are mandatory for the successful completion/passing of this course. Consistent, relevant, weekly participation in scholarly class discussions throughout the entire semester are criteria for class participation.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. To learn about these rights and responsibilities, please read [University Policy S16-15: Students' Rights and Responsibilities](#) and SJSU's current semester's [Policies and Procedures](#). These Policies and Procedures include links to relevant information should questions or concerns about a class arise. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step. At any point, a student may contact the [University Ombudsperson](#).

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

Accommodation for Students' Religious Holidays

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students observing religious holidays that require absence from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the absence. It is the responsibility of the instructor to make every reasonable effort to honor the request without penalty, and of the student to make up the work missed.

Adding and Dropping Classes

Students are responsible for understanding the policies and procedures about add/drop. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)).

Information about the latest changes and news is available at the [Advising Hub](#).

Attendance and Participation

Attendance is the responsibility of the student. However, attendance itself may not be used as a criterion for grading. Students are expected to attend all meetings for their courses, as they are responsible for all material covered, and active participation is frequently essential to ensure

maximum benefit to all class members. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/F15-3.pdf>

Accommodations for Students with Disabilities

[Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed

If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#) requires students to obtain instructor's permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.
- You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

Timely Feedback on Class Assignments

Per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester.

To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](#) at <http://www.sjsu.edu/counseling>.

PADM 295, Diversity and Social Justice, Spring 2021, Course Schedule

Course Schedule subject to change with advanced notice

Week	Date	Topics and Readings	Assignments Due
1	1/27	First Day of Instruction – Overview Diversity and Social Justice	
2	2/3	Diversity and the Role of Public Administrators A. Section 1 Frameworks pages 1-56 B. Chapters 1 and 2	
3	2/10	Power and Privilege B. Chapters 3 and 4	
4	2/17	Structural and Systemic Racism A. Section 2 Racism pages 57-139 B. Chapter 5	
5	2/24	Distribution of Wealth A. Section 3 Classism pages 141-228	Privilege Paper
6	3/3	Religious Diversity A. Section 4 Religious Oppression pages 229-315	Presentation
7	3/10	Gender and Feminism A. Section 5 Sexism pages 317-371	Presentation
8	3/17	LGBTQIA A. Section 6 Heterosexism pages 373-424	
9	3/24	Transgender Oppression A. Section 7 Transgender Oppression pages 425-459	
10	3/31	CESAR CHAVEZ HOLIDAY – NO CLASS	
11	4/7	Disability Rights Movement A. Section 8 Ableism pages 461-534	Framework Action Plan
12	4/14	Generational Diversity A. Section 9 Ageism and Adultism pages 535-588 B. Chapter 9	
13	4/21	Cultural Responsiveness B. Chapters 10, 11, and 12	
14	4/28	Leading and Managing Diversity for Public Administrators B. Chapters 6, 7 and 8	
15	5/5	Strategies and Vision for Change A. Section 10 Working for Social Justice pages 589-645 B. Chapters 13 and 14	
16	5/12	Be the Change - Creating an Anti-Racist Environment	
17	5/19	FINAL ORGANIZATIONAL DIVERSITY ASSESSMENT	Final Paper