

Please note that this is a draft of the syllabus and that it may change slightly between now and May 27th



**VIRTUAL CAMPUS
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

Wayland Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

PUAD 5315, VC01

TOPICS IN PUBLIC ADMINISTRATION: RACE, CLASS, & GENDER

Course Details Information about class

Term: Summer 2019

Instructor: Dr. Deidre Redmond

Office Phone Number: 806-291-1181

WBU Email Address: deidre.redmond@wbu.edu

Office Hours: Email is the best way to contact me.

Building and Location: Gates Hall, Room 319

Class Meeting Time: This class meets fully online May 27 to August 10

Catalog Description: This course is an in-depth exploration, analysis, and assessment of race, class, and gender in public administration professions. We will review theoretical perspectives, historical mechanisms, and contemporary realities that reproduce the -isms. The course will also consider ways to incorporate racial justice into public sector practices.

Prerequisites: None

Required Textbook(s): Required readings are posted on Blackboard in the supplementary readings folder

Optional Materials: Not applicable

Course Outcome Competencies: Students will be able to:

- Comprehend and apply theoretical perspectives about representative bureaucracy
- Identify institutional practices that reproduce classism, racism, sexism
- Discuss how practices redeveloped exclusionary and raced, gendered, and classed system of exclusion
- Evaluate the state of inclusionary and cultural competency practices in public administration
- Synthesize and evaluate research about diversity in public administration

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Attendance Requirements:

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. *Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course.* Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

Statement on Plagiarism and Academic Dishonesty:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university. If you need help understanding what counts as plagiarism, come see me. The University’s statement on Plagiarism and Academic Dishonesty can be found here: [Link to WBU website.](#)

Disability Statement:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations. Please present documentation in the first two weeks of class.

COURSE REQUIREMENTS AND GRADING CRITERIA

Required readings:

Each week of the course students will read one to three peer reviewed journal articles or chapters on the topic. Reading and taking notes is important for participation in the discussion (see below) because discussion questions posted by the professor will be based on what you have read.

Lecture notes:

Lecture notes are posted on our Blackboard page in the lecture notes folder. Lecture notes will be posted at least two weeks in advance.

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Exams (2 @ 75 points each = 150 points):

Each exam will test your knowledge of the prior weeks' readings, lectures, and discussions. Exams will typically include multiple-choice, true-false, short answer, or essay questions. Review sheets help students focus their study and will be available on Blackboard seven days before the exam.

Discussion (6 @ 15 = 90 points):

We will have weekly discussions about the course material via the discussion tab on the Blackboard page. Discussion questions will be posted at least one week in advance of the due date. You are required to participate in the discussion by posting meaningful questions and responses. You should not post until you have read the assigned chapters and lecture notes and completed the assignments, as I expect your discussion posts to be thoughtful and engage the course material. I will grade the quality of your questions and responses. After the due date, discussion posts will not be graded. Navigate to this website to learn how to create a discussion board post: [Link: how to create a discussion post.](#)

Short Papers (3 @ 50 points = 150 points):

You will be required to write three short papers throughout the semester. Details for the papers are posted on our Blackboard page. You will not receive full credit from 7:01PM onward. For every day a paper is late, I will reduce your grade by 10%. The 10% penalty begins at 7:01PM on the due date.

Final Research Paper (1 @ 110 points = 110 points):

Students will write an eight to ten-page paper about a diversity issue in public administration that interests them. An outline with an annotated bibliography are a part of the point total and are due the week before the final paper is due. Students will receive feedback from the professor on the early documents.

COURSE POLICIES

The University's standard grade scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F= below 60

W = Withdrawal

WP = withdrew passing

WF = withdrew failing

I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a micro-term to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee

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Missed assignments:

Late work will not be accepted, except under unusual and documented circumstances.

Questions or concerns:

Students are welcome to email me (deidre.redmond@wbu.edu) if they have questions or concerns. However, I created Blackboard discussion forums for questions that meet certain criteria. These discussions will be ongoing throughout the course: “questions about the syllabus,” “questions about assignments,” and “I cannot figure out how to.” I will respond to questions with the best of my ability and your classmates are allowed to help. Instead of emailing me privately with these types of questions, post to the appropriate discussion forum so that your classmates can help or get help if they are also having trouble.

Participation and success:

In traditional courses, there is a built-in structure in the form of a two or three day a week meeting schedule. It is convenient for students who live off campus, work full-time and/or have families to take online courses because there are no regular class meetings. This is at the core of why online courses are preferred by some students. However, without a built-in structure some students find it difficult to manage online courses. I would argue that while there are important differences between online and traditional courses, **what brings about success in online courses is not different from what brings about success in traditional courses: it takes discipline to complete the coursework on time and do well.** (I have taught online courses where students were allotted *one year* to complete assignments. Some students failed the course because *even in one year's time* they did not have the discipline to complete assignments.) To avoid this problem, I have a recommendation: create your own structure; **reserve a few hours two or three days a week to keep up with the coursework.** During these designated times read, complete assignments, and study for exams. I encourage you to read this information: [Is online learning for you?](#)

Since I am assuming that most students have family and/or work responsibilities outside of school, all assignments are due by 7:00pm on Saturdays and **late assignments will only be accepted by 9:00pm on the due date.** Late assignments will receive an automatic 10% deduction (points vary by assignment).

When will items post?

In the spirit of keeping the course as synchronous as possible, postings will follow this schedule:

- Lecture notes will be posted at the start of the week for which the reading is assigned
- Exam review sheets will be posted two weeks before the exam
- Exams will open 5 days prior to the due date
- Paper directions are posted

Discussion questions will be posted at the start of the week

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TENTATIVE SCHEDULE*

Key: Discussion; Exams;
Papers

*Your professor retains the right to revise this schedule

This is a calendar of our weekly schedule. Assignments are due in **CENTRAL TIME** on Saturdays by 7:00pm. Before completing assignments or posting to the discussion, you must read the textbook chapter and the associated notes. The discussion questions will be based on readings and assignments. Although assignments are due on Saturdays, you can submit them earlier. Do not wait until Saturday to complete course assignments; instead, develop a schedule that works for you and that takes into account your other obligations.

Date/Topic	Reading(s)/Assignment(s)	Notes/Links
Week 1: 05/27-06/01 Theories	Read Meier_Representative Bureaucracy Embrick_Status Quo Norman-Major_Balancing the Four Es Post to discussion 1 by 7pm on 06/01	
Week 2: 06/03 – 06/08 How Much Diversity is There?	Read Wooldridge_Workplace Diversity Read Frederickson_State of Equity Review: Diversity in PA Jobs https://www.bls.gov/cps/cpsaat18.htm Paper 1 due 06/08	Write paper 1
Week 3: 06/10 – 06/15 Benefits & Consequences	Lee_Organizational Performance Brannon_Maximizing Benefits Post to discussion 2 by 7pm on 06/15	
Week 4: 06/17 – 06/22 Classism	Read Odfield_Social Class Paper 2 due 06/22	Write paper 2
Week 5: 06/24 – 06/29 Neighborhood Segregation	Larson_Transportation Post to discussion 3 by 7pm on 06/29 Complete Exam 1 by 7pm on 06/29	Study for Exam 1
Week 6: 07/01 – 07/06 Affirmative Action & Hiring	Portillo_Bureaucratic Neutrality Kellough_Lessons from Eight Decades Post to discussion 4 by 7pm on 07/06	
Week 7: 07/08 – 07/13 Gender & Equity	Read D'Agostino_Women in PA Read Choi_Pay Equity Paper 3 due 07/13	Write paper 3
Week 8: 07/15 - 07/20 Glass Ceilings and Family Friendly	Yu_Glass Ceiling Post to discussion 5 by 7pm on 07/20	
Week 9: 07/22 – 07/27 Retention	Chordiva_Enhancing Retention Post to discussion 6 by 7pm on 07/27	
Week 10: 07/29 – 08/03 Research and Writing	Redmond_How to: Cite Read Redmond_How to: Research Read Redmond_Information Literacy Submit final paper outline with bibliography by 7pm on 08/03	
Week 11: 08/05 – 08/10	Complete Final Paper by 7pm on 08/10	Study for final exam