



Course Name: Seminar: SEM/DIVERSITY, EQUITY, & INCLUS

Course Number: PPOL 554

Credits: 1

Instructor Name: Catherine Bolzendahl

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Course Description

Provide students with an examination of complex identities and social groups. Highlight how each of these identities and social groups face unique challenges due to the systems of power at work, both in current and past political, economic, and social frameworks. Students will be encouraged to bring their own perspectives and lived experiences to the course and will leave with a broader understanding of how the public service sector interacts with these identities. Examine the ethical dimensions of the political role, the public and nonprofit administrative roles, and the involvement of these roles in the public policy process.

Extended Course Description

This seminar course is designed to provide students with an examination of complex identities and social groups including, but not limited to, race, gender, class, disability, LGBTQIA+, and cultural competence. The course aims to highlight how each of these identities and social groups face unique challenges due to the systems of power at work, both in current and past political, economic, and social frameworks. Students will be encouraged to bring their own perspectives and lived experiences to the course and will leave with a broader understanding of how the public service sector interacts with these identities. This course will examine the ethical dimensions of the political role, the public and nonprofit administrative roles, and the involvement of these roles in the public policy process. In this course, we will identify and reflect upon the obligations of the elected official and the administrator. We will address the ethical dilemmas confronted by each in the distinct functions of public service and how these dilemmas impact communities differently. Having confronted these dilemmas, we will consider appropriate ethical norms and principles for these roles, keeping in mind, the notions of equity and social justice.

Prerequisites or Corequisites

- Enrollment is limited to students with a program in Public Policy (9570).
- Enrollment is limited to Graduate level students.

Communication

Please email your instructor for matters of a personal nature. The instructor will reply to course-related questions and emails within 24-48 hours. The instructor will strive to return your assignments and grades for course activities to you within five days of the due date.

Time Expectations

This course is one credit, and you should expect approximately 30 hours of engagement with instruction, activity, and assignments over the term.

Technical Assistance

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the [Service Desk](#) online.

Learning Resources

All required learning resources are available to you in Canvas. There is no text to purchase.

Note: Check with the OSU Beaver Store for up-to-date information for the term you enroll ([OSU Beaver Store website](#) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Measurable Student Learning Outcomes

Students will engage in readings and discussion with the instructor to achieve course learning outcomes as appropriate for MPP and PhD students:

- Evaluating and Understanding
 - Interpret material from a variety of perspectives;
 - Examine modern social justice issues and power dynamics that contribute to policy issues and public service;
 - Analyze history and current forms of systemic racism, sexism, ableism, etc., and how it has been perpetrated through law, politics, and policy;
- Analyzing
 - Synthesize knowledge based on original policy research that extends the knowledge of both policy and other social science disciplines related to the material;
- Creating
 - Create a technical summary of substantive knowledge in an area of concentration that allows for immediate immersion in a relevant policy arena

Evaluation of Student Performance

- Students will participate in weekly discussions regarding the reading material;
- Students will choose a topic and serve as the discussion leader for the assigned week;
- Students will write a paper on a chosen policy topic or area applying an equity lens. The paper should acknowledge the historical inequities of the policy area and how they may be addressed

Assignment	Description	Points
Discussion participation	Participate in weekly discussions regarding the topics at hand. Full details regarding posting expectations will be provided.	55
Congress.gov assignment	Follow directions regarding an analysis of gender policies	5
Organizational Diversity and Equity Analysis paper	Write a 3-5 page paper that analyzes an organizational diversity plan. Involves writing a draft, providing peer review, and turning in a final paper.	50

Letter Grade

Grade	Point Range
A	90-110
B	80-89
C	70-79
D	60-69
F	< 60

Course Content

Week	Topic	Reading Assignments	Learning Activities
1	Systems of Power	<p>O'Leary, Rosemary. <i>The ethics of dissent: Managing guerrilla government</i>. Prelude and Chapter 1. CQ Press, 2019.</p> <p>How to be an Antiracist, Ibram X. Kendi, Chapter 2-3</p> <p>Arao, Brian and Kristi Clemens. 2013. "Chapter 8: From Safe Spaces to Brave Spaces" pg. 135-150 in <i>The Art of Effective Facilitation: Reflections From Social Justice Educators</i> (Ed. Lisa Landerman).</p>	<p>Introduction</p> <p>Discussion</p> <p>Discussion</p> <p>Leader Sign-ups</p> <p>NASPAA Case Study</p> <p>Discussion</p>

Week	Topic	Reading Assignments	Learning Activities
		<p>Optional: Svara, James H. <i>The ethics primer for public administrators in government and nonprofit organizations</i>. Chapter 7 and 9 Jones & Bartlett Publishers, 2021.</p> <p>Collective Impact Forum. (2016). Confronting power dynamics and engaging the community's voice in collective impact. Collective Impact Convening. https://youtu.be/75ZI9P72RTg</p>	
2	Intersectionality	<p>Kimberlé Crenshaw – The Urgency of Intersectionality</p> <p>Hankivsky, O., & Cormier, R. (2011). Intersectionality and public policy: Some lessons from existing models. <i>Political Research Quarterly</i>, 64(1), 217-229.</p>	Weekly Discussion
3	Race	<p>Riccucci, Norma M. "Applying Critical Race Theory to public administration scholarship." <i>Perspectives on Public Management and Governance</i> 4.4 (2021): 324-338.</p> <p>Michener, Jamila. "Policy feedback in a racialized polity." <i>Policy Studies Journal</i> 47.2 (2019): 423-450.</p> <p>Racism has a cost for everyone - Heather C. McGhee.</p>	Weekly Discussion
4	Race	<p>Elias, N. M. et al. 2019. "Administrative decision-making amid competing public sector values." <i>Journal of Public Affairs Education: J-PAE.</i>, 25(3), 412–422.</p> <p>Case Study: "Building a Dialogue around Race to Change Political Institutions, the City of Seattle Starts the Race and Social Justice Initiative" NASPAA PubliCases</p>	Weekly Discussion
5	Gender	<p>D'Agostino, M. J. (2015). The Difference That Women Make: Government Performance and Women-Led Agencies. <i>Administration & Society</i>, 47(5), 532-548.</p>	Weekly Discussion Congress.gov assignment

Week	Topic	Reading Assignments	Learning Activities
		Bishu, S. G., & Headley, A. M. (2020). Equal Employment Opportunity: Women Bureaucrats in Male - Dominated Professions. <i>Public Administration Review</i> , 80(6), 1063-1074.	
6	Class	<p>Carnes, Nicholas. 2018. Chapter 1 and 5 in <i>The Cash Ceiling</i>. Princeton University Press.</p> <p>Randles, Jennifer. 2018. "Making Men into 'Responsible Fathers'." <i>Contexts</i>. 17 (2), pp. 34-39.</p> <p>Siripurapu, Anshu. 2022. The U.S. Inequality Debate. Council on Foreign Relations.</p>	Weekly Discussion
7	LGBTQ+	<p>Larson, S. J. (2022). Actions for Queering American Public Administration. <i>Administration & Society</i>, 54(1), 145–163.</p> <p>Rishel Elias, N. M. (2017). Constructing and implementing transgender policy for public administration. <i>Administration & Society</i>, 49(1), 20-47.</p>	Weekly Discussion
8	Differences in Ability	<p>King, M. M., & Gregg, M. A. (2022). Disability and climate change: A critical realist model of climate justice. <i>Sociology Compass</i>, 16(1), e12954.</p> <p>Giordano, L. (2021). Taking a policy process approach to illuminate the political nature of disability policymaking. <i>Evidence & Policy</i>, 17(2), 349-361.</p>	Weekly Discussion
9	Indigenous and Native	<p>Ronquillo, John C. (2011). "American Indian Tribal Governance and Management: Public Administration Promise or Pretense?" <i>Public Administration Review</i>, 71(2): 285-92.</p> <p>Norman, E. S. (2017). "Standing Up for Inherent Rights." <i>Society & Natural Resources: Water Crises & Institutions: Governance Challenges in an Era of Uncertainty</i>, 30(4), 537–553.</p> <p>NASPAA Publicases E-Study: Walters, Johnathan and Jennifer Dodge. (2005). "Bringing Salmon Back to the Columbia River:</p>	Weekly Discussion

Week	Topic	Reading Assignments	Learning Activities
		How Native American Tribes are Implementing a Watershed-Wide Plan.	
10		<p>Evans, Lindsay L. and Mary Strawderman. 2023. "Chapter 3: Socialization." Pg. 43-56 in <i>Organizational Culture and Social Equity: An Experiential Guide</i>, Eds. Stephanie Dolamore and Angela Kline. Routledge.</p> <p>To help guide you in examples of questions to pose for your chosen organization: Fashaw-Walters, Shekinah A., and Cydney M. McGuire. "Proposing A Racism-Conscious Approach To Policy Making And Health Care Practices." <i>Health Affairs</i> 42.10 (2023): 1351-1358.</p> <p>(Re-Read) Hankivsky, O., & Cormier, R. (2011). Intersectionality and public policy: Some lessons from existing models. <i>Political Research Quarterly</i>, 64(1), 217-229.</p>	Draft of Final Paper due Peer Review
Finals	Final paper due; March 21		

Course Policies

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in discussions on at least two different days each week, with your first post due no later than Friday evening (unless you are a discussion leader or it's Week 10), and your response posts due by the end of each week.

Late Work Policy

If you can not meet deadlines, please contact the instructor to discuss your options.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Statement Regarding Religious Accommodation

Oregon State University is required to provide reasonable accommodations for employee and student sincerely held religious beliefs. It is incumbent on the student making the request to

make the faculty member aware of the request as soon as possible prior to the need for the accommodation. See the [Religious Accommodation Process for Students](#).

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion board, email) in compliance with the university's regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the Student Conduct Code (<https://beav.es/codeofconduct>). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Academic Integrity

Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Oregon State University Ecampus students and faculty have a responsibility to act with integrity in all of our educational work, and that integrity enables this community of learners to interact in the spirit of trust, honesty, and fairness across the globe.

Academic misconduct, or violations of academic integrity, can fall into seven broad areas, including but not limited to: cheating; plagiarism; falsification; assisting; tampering; multiple submissions of work; and unauthorized recording and use.

It is important that you understand what student actions are defined as academic misconduct at Oregon State University. The OSU Libraries offer a [tutorial on academic misconduct](#), and you can also refer to the [OSU Student Code of Conduct](#) and [the Office of Student Conduct and Community Standard's website](#) for more information. More importantly, if you are unsure if something will violate our academic integrity policy, ask your professors, GTAs, academic advisors, or academic integrity officers.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course are intended to be accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Tutoring and Writing Assistance

TutorMe is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Access TutorMe from within your Canvas course menu.

The Oregon State [Online Writing Support](#) is also available for students enrolled in Ecampus courses.

Academic Calendar

All students are subject to the registration and refund deadlines as stated in the Academic Calendar: <https://registrar.oregonstate.edu/osu-academic-calendar>.

Student Bill of Rights

OSU has twelve established student rights. They include due process in all university disciplinary processes, an equal opportunity to learn, and grading in accordance with the course syllabus: <https://asosu.oregonstate.edu/advocacy/rights>.

Ecampus Reach Out for Success

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about [resources that assist with wellness and academic success](#).

Ecampus students are always encouraged to discuss issues that impact your academic success with the [Ecampus Success Team](#). Email ecampus.success@oregonstate.edu to identify strategies and resources that can support you in your educational goals.

- **For mental health:**
Learn about [counseling and psychological resources for Ecampus students](#). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).
- **For financial hardship:**
Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support (541-737-8748).

Student Learning Experience Survey

During Fall, Winter, and Spring term the online Student Learning Experience surveys open to students the Wednesday of week 9 and close the Sunday before Finals Week. Students will receive notification, instructions, and the link through their ONID email. They may also log into the survey via MyOregonState or directly at <https://beav.es/Student-Learning-Survey>. Survey results are extremely important and are used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity of written comments) and are not available to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.