

Mind the Gap: Gender, Race, & Religion in Public Service
Summer 2011, Location: Sem II D2109
Meeting Times: Fridays 6:00pm-9:00pm; Saturdays & Sundays 9:00am-4:00pm
Meeting Dates: Friday August 5; Sat. & Sun. August 6 & 7;
 Friday August 19; Sat. & Sun. August 20 & 21

Amy Gould, Ph.D. Seminar II D-2106 goulda@evergreen.edu
 Office hours: by appointment
 Phone Office: (360) 867-6135 or Phone Cell: (360) 280-8111

Course Description:

"Mind the gap!" Should be the alert announced while working in public service. Too often we develop policies, programs, or management styles that actually increase the social divides in service delivery because we ignore cultural attributes of gender, race, and religion. Alternatively, we may possess the knowledge but lack the action to bridge the gap. Our course will investigate the nature and paradox of how public administration as a field of study may have contributed to this schism along with how the popular practices of public servants may perpetuate the divide. Readings, seminar, lectures, workshops, videos, and assignments will focus on actual cases in public service. The key learning objective for this course is to see how and why the discipline and practice of public administration is both a site of struggle and emancipation for academics, workers, and service recipients.

Required Texts:

Stivers, C. (2002). *Gender Images in Public Administration: Legitimacy and the Administrative State. 2nd Edition.* Sage Publications. ISBN: 978-0761921745

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

Summer 2011 Schedule (faculty reserve the right to alter the schedule)

Date	Topic	Deliverable
August 5 Friday	Introductions, Course Overview, Social Constructions: which comes first, the policy or the accepted norm?	<u>Readings:</u> Yanow, <i>Constructing "Race"</i> <u>Assignment:</u> Assignment #1 DUE AUG 3RD
August 6 Saturday	Defining Race & Religion over time through public service	<u>Reading:</u> Yanow, <i>Constructing "Race"</i> Wuthnow, <i>Saving America?</i>
August 7 Sunday	Impacts of public service on Race & Religion and vice-a-versa; active listening	<u>Reading:</u> Yanow, <i>Constructing "Race"</i> Wuthnow, <i>Saving America?</i> <u>Assignment:</u> Assignment #2
August 15 Monday	NO CLASS	<u>Assignment:</u> Assignment #3

August 19 Friday	What is the role of public administrators in defining, re-defining, or staying out of cultural attributes?	<u>Reading:</u> Stivers, <i>Gender Images</i>
August 20 Saturday	Gender over time; the impacts of public service on gender and vice-a-versa	<u>Reading:</u> Stivers, <i>Gender Images</i>
August 21 Sunday	Own your argument	<u>Assignment:</u> Assignments #4 & #5

Assignment #1: Category Making

Due: August 3rd . E-mail assignment to faculty as an attachment. Select one of the following assignment options below. Pages: 5 minimum.

Option 1: Access the census records for the year you were born for the city, county, and state you were born in. Identify the data for gender, race, and religion within those census tracts. Compare these data points to today. What changed or stayed the same (not only in the data, but in the questions asked)? What do you believe should be different? How did the U.S. Census define gender, race, and religion when you were born vs. today? Do you agree with these definitions as your own, why or why not?

OR

Option 2: Informally, speak with your family and/or friends about the history of gender, race, and religion within your lifetime. Gain perspectives about each of these cultural attributes over time from multiple persons close to you. Finally, speak with them about how they do or do not “see” gender, race, and religion in U.S. public service. Please do not gather direct quotes or names. Write a paper describing what you gleaned from these conversations and whether these perspectives do or do not resonate with you. Within the paper, offer your own clear definitions of gender, race, and religion.

Assignment #2: Comparison & Contrast Essay

Due: August 7th . Bring hard copy to class and also e-mail assignment to faculty as an attachment. Pages: 5 minimum.

Regarding the books written by Yanow & Wuthnow, compare & contrast the authors’ arguments, assumptions, evidence, and usefulness to public administrators within a given field and level of government or non-profit (be specific about your application). Finally, how can you personally apply the lessons from each reading to further shaping or re-clarifying your decision making processes?

Assignment # 3: Management/Leadership Style Impacts

Due: August 15th . by 6:00pm as an e-mail attachment sent to faculty. Words: 500.

How are gender, race, and religion embodied and acted out in your personal management/leadership style within public service? You may be idealistic and future focused or reference past/present day examples.

Assignment #4: Role of PA

Due August 21st . Bring hard copy to class and also e-mail assignment to faculty as an attachment. Pages: 10 pages minimum

Is the discipline and practice of public administration both a site of struggle and emancipation for academics, workers, and service recipients? Why or why not? How? Explain AND DEFEND your responses primarily using the book by Stivers, referencing the past two books for this course as needed, and relying on outside sources. For the “practice” side of the assignment, provide a specific example from a present day written public policy or currently active program within a government or non-profit entity. Regarding the “discipline” portion of the assignment, provide specific examples from academia in publication or curriculum.

Assignment #5: Public Debates

Due August 21st. Each student will have a maximum of 10 minutes to deliver a public speech to the class explaining and defending their responses to the questions posed in assignment #4. At the conclusion of their speech, the student will exit the room for 5 minutes while the remaining students discuss, support, and dismantle the arguments, examples, and assumptions presented in the speech. Subsequently, one student will volunteer to “debate” with the speaker for an additional 10 minutes in the form of structured questions, reasoning, and rebuttal.

Evaluation: Written self-evaluations and a seminar faculty evaluation are required for credit, at the end of each quarter along with faculty evaluations of students. Student evaluations of their seminar faculty are due the Monday of evaluation week. (Students may elect to submit faculty evaluations to faculty directly or to Program Secretaries)

Credit: Students will receive 4 credits at the completion of the class 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 be evaluated based upon their progress towards the learning goals assessed from preparedness, participation, and assignment performance.

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 absence. After one absence, 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 receipt of course credit.

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. Please feel free to request 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 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 receipt of course credit.

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>

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. (Activities such as surfing the internet, reading unrelated materials, playing with a PDA, IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, discussions and assignments. 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 leadership and politics. 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.

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).

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 (including academic integrity and plagiarism):

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/g-nondiscr.htm>

Guest Policy: Guests are welcome to visit our learning community during class time with discretionary approval from 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 guidelines as aforementioned in this syllabus.