

**The Evergreen State College**  
**Master of Public Administration Program**  
**Check Your Bias At the Door**  
2 Credits

**Class Meetings**

Friday, December 6      5:00 pm – 8:50 pm  
Saturday, December 7   9:00 am – 4:50 pm  
Sunday, December 8    9:00 am – 4:50 pm

**Location**

Seminar II, E2109

**Adjunct Faculty**

Karen A. Johnson, PhD, Certified Diversity Executive (CDE)  
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**TESC MPA MISSION STATEMENT - “Be the Change”**

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities.

**COURSE DESCRIPTION**

“I don’t have bias and I definitely don’t see color. We are all the same.” Everyone has bias. Some we are conscious of and some operate on an unconscious level. Both types shape our perceptions and judgments about people’s character, abilities and potential behaviors. Fair and equitable public service is realized when public administrators intentionally recognize and address hidden biases.

This class explores four key drivers for achieving fairness and equity in public service:

1. Making the unconscious conscious. (self-awareness)
2. Deciding to act and lead fairly and equitably at all times. (values)
3. Learning how to learn and think fairly and equitably at all times. (retrain the brain)
4. Acting and leading fairly and equitably at all times. (deliberate action)

Before attending the first class, students must take the Race Implicit Association Test (IAT) and at least one other IAT of choice. The IAT is a tool that allows each of us to discover hidden cognitive biases:

<https://implicit.harvard.edu/implicit/>.

The IAT, additional pre-work, two textbooks, in-class discussions, and required assignments are designed to help students identify and address hidden biases. Students will complete two papers and deliver a short presentation the last day of class. I reserve the right to make changes to this syllabus.

### Fall Schedule (B): December 6-8, 2019

Dates	Topics	Readings/Pre-Work	Assignments Due
Friday, 12/6 5-8:50 pm  Self-Awareness & Self-Growth	Introductions & Course Overview Norms for Conversations Competence Ladder Self-Reflection	Harvard Race IAT and one of your choosing  Bring Pre-class assignment handouts: Proven Strategies...  Outsmarting our brains...	<b>Assignment #1</b> Harvard IAT results (Race plus one other) (bring hard copies to class)  One-page learning intention on self-awareness & self-growth (bring hard copy to class)
Saturday 12/7 9-4:50  Concepts	Implicit Bias Racial Anxiety Stereotype Threat Addressing Bias	<i>Blindspot</i> by Mahzarin and Greenwald  <i>Whistling Vivaldi</i> by Steele	<b>Assignment #2</b> Seminar Overview document (bring hard copy to class)
Sunday 12/8 9-4:40  Inclusive Leadership	Team Presentations		<b>Assignment #3</b> Team Teach Back Presentation
After class ends	<b>Evaluations</b>		<b>Evaluations due Wednesday, October 16</b> - Self-evaluation - Faculty evaluation

### Required Books

Banaji, Mahzarin and Anthony Greenwald. (2013). *Blindspot: Hidden Biases and Good People*. Delacorte Press.  
Steele, Claude M. (2011). *Whistling Vivaldi*. W.W. Norton & Company.

### Four Pre-Class Assignments

Take the Harvard Implicit Association Test on Race and one of your choosing:  
<https://implicit.harvard.edu/implicit/>

Watch [TEDx Talk. Color blind or color brave?](https://www.ted.com/talks/melody_hobson_color_blind_or_color_brave?language=en)  
[https://www.ted.com/talks/melody\\_hobson\\_color\\_blind\\_or\\_color\\_brave](https://www.ted.com/talks/melody_hobson_color_blind_or_color_brave)

Read and bring to class: [Proven Strategies for Addressing Unconscious Bias in the Workplace](http://www.cookcross.com/docs/UnconsciousBias.pdf)  
<http://www.cookcross.com/docs/UnconsciousBias.pdf>

Read and bring to class: [Outsmarting our brains: Overcoming hidden biases to harness diversity's true potential](http://www.rbc.com/diversity/docs/Outsmarting_our_brains_Overcoming_hidden_biases.pdf)  
[http://www.rbc.com/diversity/docs/Outsmarting\\_our\\_brains\\_Overcoming\\_hidden\\_biases.pdf](http://www.rbc.com/diversity/docs/Outsmarting_our_brains_Overcoming_hidden_biases.pdf)

## **Assignments**

### **Assignment #1: Learning Intention (Self-Awareness & Self-Growth)**

Due first night of class, Friday

- Bring hard of completed Harvard Implicit Association Test on Race to class

The purpose of the Harvard Implicit Association test is to increase your self-awareness and understanding of your hidden biases.

1 page paper

- Bring hard copy to class (we will be doing a peer discussion in class).
- After taking the Race IAT and one other IAT of your choosing, what did you learn about yourself? What does this self-awareness mean for how you interact with others? What will you learn to do or start doing to act fairly and equitably at all times? What are some of the costs and benefits you anticipate from living and leading this way?

The purpose of this learning intention is for you to clearly define your ongoing learning goals for addressing your biases.

### **Assignment #2: Seminar Overview**

Due second day of class, Saturday

1 page paper

- Bring hard copy to class (you will need the information for an exercise during Seminar).
- A seminar overview is a one-page document to prepare you for Seminar. The overview will include:
  1. Two to four key take-aways from the required book readings
  2. Questions the required book readings raised for you
  3. Connections to current events, course material, or personal experience, if any

### **Assignment #3: Team Teach Back Presentation**

Due third day of class, Sunday

10 minute presentation

- The purpose of the team assignment is to bring together all your learnings from the course to “teach back” a key concept to the class.
- Each member of the team must teach a portion of the presentation.

## **Course Policies**

**Late assignments:** Late assignments will not be accepted.

**Participation & Attendance:** Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers, if any.

**Credit:** Students will receive 2 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on case-by-case basis. Refer to the MPA student handbook.

Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of total credit. Students will be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

**Evaluation:** Written self-evaluations and a faculty evaluation are required for credit at the end of each quarter, along with faculty evaluations of students.

**Multiculturalism & Diversity:** Faculty and students work toward weaving multiculturalism and diversity throughout our learning in readings, lectures, seminar and group projects.

**Learning Styles:** Faculty endeavor to provide information in multiple formats. Consult your faculty to discuss learning style options or personal challenges.

**Accommodations:** To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition are regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

**Other Expectations of Students and Faculty:** We commit to promoting 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; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

**We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). See the college's [Student Conduct webpage](#) for more.**

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

**Communicating with Each Other:** Email is our primary means of communication. You are responsible for checking your Evergreen email regularly.