PAD 5380.002 – Special Problems in Public Administration: DIVERSITY & INCLUSION IN PUBLIC AFFAIRS is a 3-credit-hour ONLINE graduate seminar involving an overview of diversity issues in USA public affairs, analysis of diversity conflicts resolutions, leadership management to inclusify, and critique of diversity & inclusion in American public affairs. First, we will survey diversity issues in public affairs, ranging from microaggressions to hate crimes, by categories of race, ethnicity, gender, religion, sexuality, and disabilities. These are the categories by which the US government collects and stores data on diversity conflicts at the Federal Bureau of Investigation, US Commission on Civil Right, US Courts, and other federal agencies. Second, we analyze in-depth the laws & policies in diversity conflicts resolutions, with actual empirical case studies of landmark US Supreme Court decisions. We will learn the moral readings of the Court; to teach ourselves how to predict and systematically understand the underlying ethical principles of the Court’s resolutions by commonly held moral values under the Constitution. Third, we practice inclusify leadership management skills; to develop continuous, sustained efforts toward helping diverse teams feel engaged, empowered, accepted, and valued at the workplace. Finally, we critique practices of diversity conflicts, resolutions and inclusion in US public affairs, with applications to your strategic communication and information processing in the study of public administration. By studying and critiquing these topics/applications, we seek to systematically understand diversity and inclusion in public affairs.

Our class format is ONLINE with outlines and digital slides of lectures with audio tracks from the instructor, online discussions, presentations, digital quizzes and final examination, and online development of your term paper and book review. Two required textbooks, Johnson, Inclusify (2020), and Sotomayor, My Beloved World (2013), are available in print or digital format from UTEP Bookstore and other vendors. The primary required textbook, Chilton, Constitutional Conscience in Justice & Public Service (2021) –a rough draft of my book under contract-- is posted free on UTEP Blackboard. Please feel free to email or call me; we will digitally discuss your worksheets and paper drafts. If you have any special needs or challenges in the course, please tell me and I will work to ensure your reasonable access needs are met. Finally, follow the UTEP honor code, don’t plagiarize, and be truthful and honest.


grades: Term Paper (on a topic of mutual interest, following course format) 40%
Book Review Paper of Sotomayor, My beloved world (by our format) 20%
Take-home final examination (questions to assess general course themes) 20%
Class Participation: (a) 9 quizzes, (b) 4 worksheets, and (c) 1 outline & abstract 20% 100% TOTAL

requisites: Term Paper, to research the literature on a specific topic of mutual interest in the area of diversity & inclusion in public affairs. Focus your term paper on a narrow topic of mutual interest, critiquing at least 10 or more scholarly references. Submit/email your term paper following the attached format guide. [worth 40% of your course grade]

Book Review Paper, to overview, compare and critique a book by Sotomayor, My beloved world (2013). Submit/email your book review paper following the attached format. [worth 20% of your course grade]

Take-home Final Examination, includes questions to assess your understanding of general themes in the course. The take-home final examination will be posted on 5/4/2021 and is due by 5/11/2021. [worth 20% of grade]

Class Participation is encouraged by the award of one-fifth of your grade for: (a) nine (9) online quizzes posted on UTEP Blackboard for the course to help monitor your reading and understanding of the materials; (b) four (4) worksheets in development of your term paper; and (c) one (1) online individual digital presentation of term paper OUTLINE & ABSTRACT to the members of the class. [all together, class participation is worth 20% of grade]
TOPICAL OUTLINE OF THE COURSE:

class dates    quiz  topical theme of readings; course activities, presentations & discussions

WEEK 1 (Jan.19-25) - TOPIC: Introduction to Diversity & Inclusion in Public Affairs

WEEK 2 (Jan. 26-Feb. 1) 1 TOPIC - Constitutional Conscience and the Supreme Court; The Power of Inclusify
READ: Chilton, Constitutional conscience, chp. 1; Johnson, Inclusify, chp. 1

WEEK 3 (Feb. 2-8) 2 TOPIC – From Hate Crime to Ordinary Discrimination; The ABCs of Breaking Bias
READ: Chilton, Constitutional conscience, chp. 2; Johnson, Inclusify, chp. 2

WEEK 4 (Feb. 9-15) - WORKSHOP - WORKSHEET 2: Aiming your research argument; 3 lessons on path to inclusifying
READ: Johnson, Inclusify, chp. 3

WEEK 5 (Feb. 16-22) 3 TOPIC - Race Diversity; the Meritocracy Manager – How Can Merit Be Bad?
READ: Chilton, Constitutional conscience, chp. 3; Johnson, Inclusify, chp. 4

WEEK 6 (Feb. 23-March 1) 4 TOPIC - Racial Justice; Inclusify Leadership Strategies for Meritocracy Managers
READ: Chilton, Constitutional conscience, chp. 4; Johnson, Inclusify, chp. 5

WEEK 7 (March 2-8) - WORKSHOP - WORKSHEET 3: References, bibliographies & paper-writing in APA style

WEEK 8 (March 9-14) 5 TOPIC - Ethnic Diversity; Culture Crusaders’ Inclusify Leadership Strategies
READ: Chilton, Constitutional conscience, chp. 5; Johnson, Inclusify, chp.s 6 & 7

March 15-21 - SPRING BREAK HOLIDAYS [read Sotomayor, My beloved world (2013); work on your papers!]

WEEK 9 (March 21-29) 6 TOPIC - Religious Diversity; Team Players’ Inclusify Leadership Strategies
READ: Chilton, Constitutional conscience, chp. 6; Johnson, Inclusify, chp.s 8 & 9

WEEK 10 (March 30-April 5) 7 TOPIC - Gender Diversity; White Knights’ Inclusify Leadership Strategies
READ: Chilton, Constitutional conscience, chp. 7; Johnson, Inclusify, chp.s 10 & 11

WEEK 11 (April 6-12) 8 TOPIC - Sexuality Diversity; Shepherds’ Inclusify Leadership Strategies
READ: Chilton, Constitutional conscience, chp. 8; Johnson, Inclusify, chp.s 12 & 13

WEEK 12 (April 13-19) 9 TOPIC - Abilities Diversity; Optimists’ Inclusify Leadership Strategies
READ: Chilton, Constitutional conscience, chp. 9; Johnson, Inclusify, chp.s 14 & 15

WEEK 13 (April 20-26) - WORKSHOP - WORKSHEET 4: Writing Check-Sheet, Book Review & Term Paper
REVIEW YOUR ROUGH DRAFT: of your literature review term paper & book review paper

WEEK 14 (April 27-May 3) - INDIVIDUAL DIGITAL PRESENTATION of your term paper OUTLINE & ABSTRACT
[ATTACH to email to me your term paper outline and abstract; I’ll post on UTEP Blackboard]

BEGIN: Take-Home FINAL EXAMINATION: posted on UTEP Blackboard, Tuesday, May 4, 2021
DUE: email Take-Home FINAL EXAMINATION: Tuesday, May 11, 2021, during finals week (bschlilton@utep.edu)
DUE: email FINAL DRAFT of your BOOK REVIEW PAPER: Tuesday, May 11, 2021, during finals week
DUE: email FINAL DRAFT of your LITERATURE REVIEW TERM PAPER: Tuesday, May 11, 2021, during finals week
TERM PAPER – PAPER FORMAT GUIDE

The term paper is designed so you will understand in greater depth a specific topic of mutual interest on diversity & inclusion in American public affairs. Your term paper should focus on a narrow topic of mutual interest, incorporate at least ten (10) or more bibliographic references on your narrow topic, critique what you have read—and future research to be done. Submit your term paper by email attachment to bschilton@utep.edu in WORD, 12-point Times New Roman font, APA-style, following the format below. If you have any challenges or questions with this project, please feel free to discuss these concerns with me and I will work with you.

PAPER FORMAT GUIDE
The term paper will be at least eleven (11) pages long, double-spaced, 1-inch margins, and typed in 12-point Time New Roman font. If you are unfamiliar with the writing of term papers, you may use the UTEP writing center (you've already paid the fee) for additional help. And we will discuss your paper topic digitally. The term paper is a style of paper-writing that is organized, focused on a narrow subject, and documents the sources of all borrowed ideas, quotes, and materials. Your term paper must include:

- TITLE PAGE: with the full title, author’s name (you), and other information in APA-style;
- 1-PAGE OUTLINE: with full title, author, outline-style overview of paper by meaningful subheadings;
- ABSTRACT: short summary of your paper on a separate page, following the APA-style;
- ESSAY: using complete sentences to develop ideas within paragraphs and sections;
- INTERNAL CITATIONS: consistent use of APA-style internal citations to credit things you borrow;
- REFERENCES: at the end of the paper, a separate page with APA-style reference citations for all cited works.

GRADING: In grading term papers, First, I check that your paper follows directions and is complete:

- Did you pick a mutually accepted topic, as instructed in the course?
- Did you write an original paper, or was it plagiarized? Was it at least 11 pages?
- Did the paper include a title page, abstract, essay, internal citations, and references?
- Did the paper properly use APA-style internal citations and references?

Second, I check for misstatements and misinformation in presentation and writing style:

- Did the paper misstate any important idea(s) in its presentation and/or writing style?
- Did the paper misinform or confuse the reader as to what is not the case?

Finally, I check for cogency or how effectively you communicate your ideas.

- SO, FOLLOW DIRECTIONS, BE COMPLETE, BE CLEAR, BE TRUE!

WRITING A LITERATURE-REVIEW CRITIQUE: You may find relevant literature by researchers, professors, practitioners, and agency policy analysts in journals and books in libraries in the stacks, by online journals and books, and by inter-library loan. In reading and summarizing these scholarly works, develop your literature review in an essay-style with paragraphs and themes, not just an annotated bibliography summary of one scholarly work at a time. Consider the following when you write your literature review critique: (1) what does the specific work say? (2) how does the content of the specific work relate to the narrow topic of your term paper? (3) what do you think of what the authors argue? In your critique, generally discuss how you agree or disagree with the author(s) by engaging in a dialogue with the author(s), not just repeating what the author(s) said. In your critique, try to be impartial by reading sympathetically with the author(s), acknowledging your opinions on the subject. According to Mortimer Adler, How to Read a Book (1940; 1973), there are usually four ways in which we criticize the SOUNDNESS of an author’s argument/theme:

- The author is uninformed: the author lacks some vital relevant information
- The author is misinformed: the author asserts what is not the case
- The author’s analysis is incomplete: the author hasn’t solved all problems as set out
- The author is illogical: there is a fallacy in the author’s reasoning, for example:
  ✓ non sequitur: a conclusion doesn’t follow the given reasons
  ✓ inconsistency: 2 or more statements are inconsistent
  ✓ cogency: the author reasons poorly from otherwise good grounds

OTHER HELPFUL HINTS: 1) Make sure you understand each part of the term paper in entirety. I’ll be happy to answer your questions. 2) Use quotation marks when directly quoting from a source. Underline or italicize court case titles. 3) Run the spell checking on your computer, but note that you still need to proofread because spell checking will not catch all mistakes (e.g., its and it’s, trail and trial, there and their). 4) Use short, simple sentences with effective verbs to make your writing more persuasive. 5) Organize the overall structure of your paper, making each sentence, paragraph, and sub-section a logical part of your argument. 6) Don’t procrastinate! 7) Proofread your paper again! 8) Revise, revise, and then revise again!
The book review paper is a short, 4 pages (or longer), digitally printed review of a memoir by Sonia Sotomayor, *My beloved world* (2013). The final draft of your book review paper is due at the end of the semester. It should include a complete APA-style citation of the book and APA-style citations for any of your outside references. For fairness in grading, please follow the format below:

2. **HOW DOES THE BOOK RELATE TO OUR COURSE?** Compare and contrast the ideas presented in Sotomayor, *My beloved world* (2013) in 3 paragraphs to 3 distinct topical themes of the course (see page 2 of syllabus for 9 topical-themes; 1 per quiz). Cite specific pages where appropriate to make your specific comparisons or contrasts.
3. **WHAT DO YOU THINK OF THE BOOK?** Discuss how you agree or disagree with the author; focusing on the IDEAS presented.

### WRITING SKILLS -- SELECTED INTERNET SITES

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<tr>
<th>SITE</th>
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<td><a href="http://www.wikihow.com/Improve-Your-Writing-Skills">http://www.wikihow.com/Improve-Your-Writing-Skills</a></td>
<td>Four ways to improve one’s writing.</td>
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<td><a href="http://www.smashingmagazine.com/2009/06/28/50-free-resources-that-will-improve-your-writing-skills/">http://www.smashingmagazine.com/2009/06/28/50-free-resources-that-will-improve-your-writing-skills/</a></td>
<td>Fifty free resources.</td>
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<td><a href="http://michaelhyatt.com/improve-writing.html">http://michaelhyatt.com/improve-writing.html</a></td>
<td>Seven “tricks.”</td>
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<td>University of Bristol, grammar rules.</td>
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<td>UCLA, writing resources for public affairs</td>
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### APA Style on www

| University of Wisconsin – Madison Writing Center | http://writing.wisc.edu/Handbook/DocAPA.html |
| American Psychological Association | http://www.apastyle.org/ |
| Purdue Owl | https://owl.english.purdue.edu/owl/resource/560/01/ |
| Cornell University | http://www.library.cornell.edu/resrch/citmanage/apa |
| University of Illinois | http://www.cws.illinois.edu/workshop/writers/citation/apa/ |
| Penn State University | http://www.libraries.psu.edu/psul/lls/students/apa_citation.html |
| University of Washington | http://www.lib.washington.edu/help/guides/43APA.pdf |
COURSE POLICIES

ACADEMIC DISHONESTY AT UTEP

It is the official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

A. CHEATING includes:
   • Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
   • possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;
   • using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
   • collaborating with or seeking aid from another student for an assignment without authority;
   • substituting for another person, or permitting another person to substitute for one's self, to take a test;
   • and falsifying research data, laboratory reports, and/or other records or academics offered for credit;

B. PLAGIARISM means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors;

C. COLLUSION means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

TAKING PRECAUTIONS - What can you do to avoid being charged with academic dishonesty?
   • Avoid procrastination
   • Get to know your professors as well as their expectations regarding collaboration and citation
   • Find a tutor to help with difficult classes
   • Physically distance yourself from others when taking exams
   • Do not loan completed assignments to other students
   • Refuse to help students who cheat
   • Use a handbook as a reference for how to appropriately cite sources
   • Become familiar with the UTEP policies and procedures related to academic dishonesty
   • Class participants are strongly encouraged to review the materials at http://www.plagiarism.org/.

The professor will recommend a course grade of “F” in cases of plagiarism. The Director of the Public Administration/MPA Program will be informed of all cases of plagiarism. Potential penalties may be severe. If one has any questions regarding what needs to be referenced, contact the instructor.
WORKING TOGETHER:
You are encouraged to work together, to cooperate, share ideas, resources and insights. However, make certain that the final product reflects your efforts. Learning, like almost everything, is more fun when it is a share experience. Of course, with in-person contacts during this COVID-19 pandemic use social distancing, wear a face mask, wash your hands often, and be safe out there!

SUBMISSION OF QUIZZES, TESTS, POSTINGS, and PAPER:
Please submit all quizzes, tests, postings, the book review paper, and the term paper ONLINE within UTEP Blackboard, by email attachment to bschilton@utep.edu, or with staff at my office in Benedict Hall. Submit each paper or item separately so that I can tell which quizzes, tests, or papers you are submitting. LATE submission will receive a deduction of one (1) letter grade for each day of lateness following the due date. Exceptions may include a mutually agreed arrangement made IN-ADVANCE, or any bona-fide emergencies (be prepared to later supply documentation). Review the schedule on page 2 of this syllabus. If there are conflicts, let's discuss them as soon as possible.

COMMUNICATION:
You may contact me in a number of ways:
• Phone and leave a message to me at my office answering machine: (915) 747-5016
• Make an appointment to meet me by phone (915-747-5016) or email (bschilton@utep.edu)
• Email me directly (bschilton@utep.edu) or e-message within UTEP Blackboard. I will respond to any email within two working days (usually one day). I usually read my email in the morning, Monday-Friday. Please note that an email sent late Friday might not receive a response until Monday.
• There's always snail-mail!

INSTRUCTOR AVAILABILITY:
In this ONLINE course, I am available as instructor to you via telephone, email, and by the UTEP Blackboard (e-message or e-discussion). Please see my contacts on page 1 and on this page of the syllabus. You – the class participants – are my number one (1) professional priority!

I seek to maintain an inclusive environment. I comply with procedures established by the UTEP Center for Accommodations and Support Services (CASS). If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at (915) 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at https://www.utep.edu/student-affairs/cass/. Let me know and I will try to accommodate students who register with CASS.

UTEP is an Equal Opportunity/Affirmative Action employer. The University is in compliance with Equal Pay Act of 1963, Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, as amended, Title IX of the Civil Rights Act of 1972, Education Amendments, Sections 503 and 504 of the Rehabilitation Act of 1973, as amended, Section 402 of the Vietnam Veterans Act of 1974, Immigration Reform and Control Act of 1986, Title II of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Title II of the Genetic Information Act of 2008, Department of Labor Order No. 4, Executive Order 11246, as amended, and Chapter 21 of the Texas Labor Code. The University is committed to providing equal opportunity to all employees and individuals seeking employment or access to its programs, facilities, or services, and will not discriminate against these persons because of race, color, national origin, sex, religion, age, veteran status, disability, genetic information, sexual orientation or gender identity.