

UNIVERSITY OF NORTH TEXAS

DEPARTMENT OF PUBLIC ADMINISTRATION

PADM 2100

CULTURAL COMPETENCY IN URBAN GOVERNANCE

**COURSE OUTLINE
FALL 2022**

CLASS MEETING: MONDAY, WEDNESDAY, FRIDAY 11:00 – 11:50

@ MATT 102

**INSTRUCTOR: OJONUGWA EMMANUEL
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**OFFICE: CHILTON HALL 114
OFFICE HOURS: BY APPOINTMENT**

Course Description

The United States has always been and continues to become a more diverse society. It is important for public administrators to recognize that traditional ways of managing organizations and delivering services may not always be adequate. Conventional processes can subvert the full inclusion and participation of marginalized and disadvantaged populations. This course examines the diverse and often competing demands and interests of the various stakeholders within our society. Special consideration is given to the, sometimes, competing demands of people of color, women, the elderly, the economically disadvantaged, persons with disabilities etc. Students will develop an understanding of how public administrators respond to diverse public interests as they balance the administrative values of effective leadership, responsiveness, and efficiency in the management of public service.

Course Objectives

By the end of this course, students will be able to:

- Understand the relevance of cultural competency in public and nonprofit organizations
- Highlight the history of cultural competence as a process at the organizational level
- Examine various strategies regarding how to assess and retain a culturally competent workforce
- Identify the specific challenges of a diverse workforce in Public Administration

Required Textbook:

Norman-Major, K. A. & Gooden, S. T. (2012). *Cultural Competency for Public Administrators*. M. E. Sharpe. (Required). (Abbr. N-M & G).

Supplemental Readings will be uploaded to CANVAS

Course Requirements

Grades in this course will be awarded based on your performance during the semester. The grade is determined entirely by a student's scores on the exams, quizzes, weekly journals and in class participation.

Exams

The course will include two exams - the midterm and the final. The exams will cover the reading materials and the classroom lectures. The final exam is based on the material covered during the post-midterm period. The specific format for each exam will be communicated prior to the exam dates.

CANVAS quizzes

There will be two (2) quizzes during the semester. One quiz will be taken prior to the midterm and the other will be taken after the midterm. The quizzes are intended to test your mastery of the material covered. Each quiz will have 10 questions in total with 2 points for each question with total worth of 10 points. You will have one week and two attempts of 45 minutes each to complete the quiz. The highest grade will be recorded. The quiz will comprise of true and false, fill in the blanks and multiple-choice questions.

CANVAS Weekly journals

Each student is required to submit **five** journals. The journals should constitute your reflections on any of the substantive topics covered each week. The journals are due on Mondays at 11:59pm. After this time, the assignment will no longer be available.

****Note that you are limited to 250-300 words.

Grading

Midterm	25%
Final Exam	30%
Quizzes	20%
Weekly Journals	15%
<u>Class Participation</u>	<u>10%</u>
Total	100%

Grades Breakdown

A = 100 - 90% **B** = 89% - 80% **C** = 79% - 70% **D** = 69% - 60% **F** = 59% - below

COURSE EXPECTATIONS

Attendance and Participation

Students are expected to attend class and engage in meaningful discussions over the material assigned for the day. Attendance will be taken at the beginning of each class period. If you know you will be missing a class, please inform me before class begins.

COVID-19 Impact on Attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may decide about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Acceptable Student Behavior

All members of this class are expected to be courteous and to behave in a manner that is respectful to your classmates, guest speakers, and the instructor. Student behavior that interferes with instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in

unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr. Consistent with the information above, all the students are expected to conduct themselves with professional courtesy, which includes but is not limited to the following:

- You are expected to have read the assigned weekly readings prior to coming to the class and contribute to class discussions.
- Your phone must be switched to silent mode during the class meeting. All earbud headphone devices are prohibited and must remain hidden from view during the duration of the class.
- All members of this class are expected to be courteous and to behave in a manner that is respectful to fellow classmates and the instructor. Disrespect will not be tolerated.

Departmental Principles Anti-Bias Statement

The Department of Public Administration believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.

- We believe in the importance of diversity and inclusion.
- We believe in fairness and equity for all faculty and students in and out of class.
- We believe in mutual respect and civility for all students and faculty.
- We believe that faculty and students have a right to address grievances.
- We believe that students and faculty should be actively engaged in good works.

Original Work and Plagiarism

Unless explicitly assigned to work in groups, all students are expected to work independently. The exams, quizzes and weekly journals should be the student's own work. Working together where it is clearly indicated is entirely appropriate, but if you are preparing a written product that will be submitted for evaluation, that product is expected to be the result of your work alone.

Where questionable situations arise, always ask the instructor for clarification. Also, students must cite their sources where relevant, and plagiarism will be not tolerated and will be penalized severely at UNT. You can find information from the following website that defines academic dishonesty and available penalties: <https://policy.unt.edu/policy/06-003>

Policy on Cell Phone and Laptop in the Classroom

The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is imperative

that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.

Students are allowed to take notes on personal laptop computers and computers in the classroom to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby). Students should also avoid using cell phones to search the Internet or text while class is in session. Please silence your phones.

Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that day.

Participation by Students with Disabilities

The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities.

Students with disabilities should log into a new database called **Accessible Information Management (or AIM)**. AIM is an online system where students can log in and access ODA services using their UNT log in credentials. It is the student's responsibility to request Letters of Accommodation ONLINE, and then ODA will mail LOAs to the instructor. Go to <https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=359D3FD2CD6486DAF1879669E68F6414?execution=on=els1> to log into AIM.

Student Perceptions of Teaching (SPOT)

The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Once the SPOT becomes available via your my.unt.edu portal, I encourage you to complete the survey as it will help in every effort to improve the instructor's teaching skills.

Syllabus Change Policy

The instructor reserves the right to make changes to the syllabus, including augmenting readings and adding activities.

Tentative Course Outline

Readings should be done before we meet in class

<u>Class</u>	<u>Topic</u>	<u>Readings/Assignments Due</u>
August 29	Welcome and Introduction	
August 31	Cultural Competency and Public Administration	Chapter 1
September 2	A New Kind of Public Service Professional: Possessing Cultural Competency, Awareness, Knowledge and Skills	Chapter 2
September 5	Labor Day	
September 7	An Assessment of the State of Cultural Competency in Public Administration	Chapter 20
September 9	Human Resource Management Practices That Facilitate Cultural Competence (Group Presentations in Class)	Chapter 5
September 12	Representative Bureaucracy - Part 1	Riccuci, N. M., & Van Ryzin, G.G. (2017). Representative bureaucracy: A lever to enhance social equity, coproduction, and democracy. <i>Public Administration Review</i> , 77(1), 21-30
September 14	Representative Bureaucracy - Part 2	Riccuci, N. M., & Van Ryzin, G.G. (2017). Representative bureaucracy: A lever to enhance social equity, coproduction, and democracy. <i>Public Administration Review</i> , 77(1), 21-30
September 16	Representative Bureaucracy in Policing – Part 1	Wilkins, V. M., & Williams, B.N. (2008). Black or blue: Racial profiling and representative bureaucracy. <i>Public Administration Review</i> 68(4), 654-664
September 19	Representative Bureaucracy in Policing – Part 2	Presentation by the UNT Police Department (Capt. Jeremy)

September 21	Assessing Racial Equity within Public Sector Organization's Culture, Value and Goals – Part 1	Gooden, Susan. 2014. Nervousness in Public Sector Organizations, in <i>Race and Social Equity: A Nervous Area of Government</i> , p. 68 - 78
September 23	Assessing Racial Equity within Public Sector Organization's Culture, Value and Goals – Part 2	Gooden, Susan. 2014. Nervousness in Public Sector Organizations, in <i>Race and Social Equity: A Nervous Area of Government</i> , p. 68 - 78
September 26	Quiz 1	
September 28	Legally Competent Public Servants: State Statutory and Regulatory Mandated Cultural Competence Provisions	Chapter 3
September 30	Cultural Competency in Hispanic Communities – Part 1	Chapter 7
October 3	Cultural Competency in Hispanic Communities – Part 2	Presentation by Dr. Abraham Benavides
October 5	Developing Gender-Competent Public Administrators	Chapter 6
October 7	Including Women in Public Administration Departments	Edwards, L. H., Holmes, M. H., & Sowa, J.E. (2019). Including women in public affairs departments: Diversity is not enough. <i>Journal of Public Affairs Education</i> , 25(2), 163-184
October 10	Municipal Leadership for an Aging Population	Keyes, L. M., & Benavides, A.D. (2019). Responsive Management: Municipal Leadership for an Aging Population. <i>Journal of Public Management & Social Policy</i> , 26(2), 119-136
October 12	Partnership for People with Disabilities – Part 1	Chapter 10 (Presentation by Jessica and Team)
October 14	Partnership for People with Disabilities – Part 2	(Presentation by Jessica and Team)

October 17		Midterm
October 19	Cultural Competency Around Sexual and Gender Orientation and Identity	Chapter 9
October 21	Guest Speaker: Adu, Edmund Poku Diversity and Urban Inequalities	
October 24	Cultural Competency as We Serve Those at the Grassroots	Olivet, J., Dones, M., & Richard, M. (2019). The Intersection of homelessness, racism, and mental illness. In <i>Racism and Psychiatry</i> , (pp. 55- 69). Humana Press, Cham
October 26	Cultural Competency in Health Care	Chapter 11
October 28	Cultural Competency in Disasters	Chapter 12
October 31	Cultural Competence When Serving Abroad	Chapter 4
November 2	Leadership and Cultural Competency	Guerrero, E. G., Fenwick, K., & Kong, Y. (2017). Advancing theory development: exploring the leadership-climate relationship as a mechanism of the implementation of cultural competence. <i>Implementation Science</i> , 12(1), 133.
November 4	Cultural Competence as a Tenet of Governance – Part 1	White, Harvey. 2011. Governance in the Midst of Diversity: Issues and Challenges, in D. C. Menzel & H. L. White (Eds.), <i>The State of Public Administration: Issues, Challenges, and Opportunities</i> , pp. 388–405. Armonk, NY: M. E. Sharpe, Inc.
November 7	Cultural Competence as a Tenet of Governance – Part 2	White, Harvey. 2011. Governance in the Midst of Diversity: Issues and Challenges, in D. C. Menzel & H. L. White (Eds.), <i>The State of Public Administration: Issues, Challenges, and Opportunities</i> , pp. 388–405. Armonk, NY: M. E. Sharpe, Inc.

November 9	The Need to Empower Cultural Competence in Nonprofits	Calzada, E., & Suarez-Balcazar, Y. (2014). Enhancing cultural competence in social service agencies: A promising approach to serving diverse children and families. <i>Research Brief. OPRE Report</i> , (31), 1-8
November 11		Quiz 2
November 14	Recreation Services and the Need for Culturally Competent Providers	Outley, C. W., & Witt, P. A. (2006). Working with Diverse Youth: Guidelines for Achieving Youth Cultural Competency Recreation Services. <i>Journal of Park & Recreation Administration</i> , 24(4).
November 16	Cultural Competency as a Standard of Accreditation – Part 1	Chapter 16
November 18	Cultural Competency as a Standard of Accreditation – Part 2	Chapter 16
November 21	Cultural Competency in Public Administration Programs	Chapter 14
November 23	No Class	Thanksgiving
November 25	Cultural Competency in “Everyday” Public Policy Research	Chapter 15
November 28	Group Presentations	
November 30	Challenges to Cultural Competency in Public Administration	Chapter 19
November 30	Cultural Competency Across the Master’s in Public Administration Curriculum	Chapter 18
December 7 December 12		Final Exam