

PADM 526

Diversity in the Public Sector

Online

Faculty Information

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Purpose of a Syllabus

A syllabus is meant to serve as a guide to students and represents an agreement between the instructor and students. You should use this syllabus to engage with the course. I have set up the syllabus to help you manage the course work while establishing my expectations and boundaries for this course.

Land Acknowledgement

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico - Pueblo, Navajo, and Apache - since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Statement of Inclusion

UNM campuses – from classrooms to communal spaces, from events to ethos – are inherently inclusive, accessible and readily accommodating to all students, staff, faculty, administration, and community members, inclusive of race, ethnicity, gender, sexual orientation, gender identity and expression (SOGIE), religion, first-generation college status, ability/disability status, and all other categories/identities.

Statement Acknowledging the Labor and Sacrifices of Black Americans

At UNM, we respectfully acknowledge the traumatic history of forced labor of Black Americans who have advanced our country. We are indebted to the enslaved and exploited African Americans who established our U.S. infrastructure and economy, advanced civil rights, and continue to influence popular culture. We are obligated to continuously recognize historic and current systemic oppression and injustices placed on Black Americans. We are grateful to their ancestors; for without them we would not be where we are today.

Subject to Change Notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with me, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Working with Difficult Content

This class works with content and material that some may find difficult. The course could deal with many controversial social issues, just like real-life work and leadership in the public sphere. Some media, texts, readings, and topics discussed could be seen as racist, sexist, homophobic, transphobic, misogynistic, or otherwise disagreeable. My intent is not to sanction a particular view. Instead, I champion reasonable, knowledgeable, and respectful discussion and debate about issues, often from multiple perspectives. If something goes too far for you, see me about strategies for coping with that moment, discussion, or assignment. Feel free to remove yourself from class or discussions where you anticipate discomfort. You still are responsible for any material you miss. Much like the Civility in the Classroom statement's purpose, this policy aims to maintain an environment that helps you learn. I hope you can draw some comfort from this policy when our discussions push past your comfort zone. This policy covers all our course-related meetings, whether face-to-face or online.

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Course Information

As organizations confront the shifts in their working environments, including shifting from a manufacturing to a service economy and from an industrial to an information-based economy, the traditional work arrangements inadequate to address the challenges organizations encounter today. One area where organizations are being forced to grow is addressing the growing diversity and needs of their employees. With these challenges, organizations need to reexamine their policies as a one-size-fits-all approach is no longer the most effective strategy. Diversity management programs have grown exponentially in the last few decades, focusing mostly on increasing the diversity within the workforce. Now, organizations, facing external and internal pressures, are seeking to increase sensitivity to differences, minimize patterns of inequality, eliminate prejudice, improve cross-cultural interactions, and modify organizational leadership practices to value diversity, belonging, and inclusion. Increasingly, workforce diversity is becoming an imperative for organizational effectiveness and public service.

The purpose of this class is to provide students with the knowledge and understanding required to meet the challenges presented by our increasingly diverse society. A significant portion of the class will focus on diversity in the workplace. In this course, we will focus on multiple forms of diversity in the workplace, namely gender, race/ethnicity, nationality, sexual orientation, religion, skill level, disability, communication styles, and multi-generations. Understanding diversity and learning how to manage the related, and complex issues is one of the most important challenges administrators face today. Students will examine the importance of and challenges of managing multiple cultures in public organizations and in work. The social interactions that contribute to the understanding of different groups in diverse settings are also examined. We will further examine positive steps that organizations can take to dismantle the barriers to inclusion and justice.

Note: No course pre-requisites are required, outside of admittance to MPA and/or MHA program.

What Will I Learn?	
<i>Learning Objectives</i>	<i>Course Component(s)</i>
<i>Learning Goal #1: Upon successful completion of this course, you will be able to explain the core dimensions, concepts, and approaches to diversity in organizations.</i>	
Learning Objective 1.1: Summarize the historical, political, cultural, and economic contexts of public employment, especially the legalities, that surround diversity.	<ul style="list-style-type: none"> ● Weekly preparation materials ● Weekly Reading Logs ● Final Paper and Presentation ● Book Review ● Module Discussions
Learning Objective 1.2: Express the benefits and the intrinsic value of diversity.	<ul style="list-style-type: none"> ● Class preparation materials ● Weekly Reading Logs ● Module Discussions

What Will I Learn?	
<i>Learning Objectives</i>	<i>Course Component(s)</i>
Learning Objective 1.3: Demonstrate an increased ability to work with people from diverse backgrounds.	<ul style="list-style-type: none"> ● Weekly preparation materials ● Weekly Reading Logs ● Final Paper and Presentation ● Book Review ● Module Discussions ● Self-evaluations
Learning Objective 1.4: Discuss how personal biases and cultural values influence workplace behavior.	<ul style="list-style-type: none"> ● Module Discussions ● Weekly Reading Logs ● Reflection Paper ● Self-evaluations
<i>Learning Goal #2: Upon successful completion of this course, you will be able to explain how federal, state, and local policies have historically institutionalized various forms of inequality.</i>	
Learning Objective 2.1: Discuss the different concepts of inequality and the impact of inequality in the American society and economy.	<ul style="list-style-type: none"> ● Weekly Reading Logs ● Final Paper and Presentation ● Book Review ● Module Discussions
Learning Objective 2.2: Describe the demographic changes in the U.S.	<ul style="list-style-type: none"> ● Module Discussions ● Weekly Reading Logs
Learning Objective 2.3: Evaluate critical race theory and the current controversy around this theory in the U.S.	<ul style="list-style-type: none"> ● Module Discussions ● Weekly Reading Logs
<i>Learning Goal #3: Upon successful completion of this course, you will be able to evaluate policies that may reduce inequality and promote greater equity.</i>	
Learning Objective 3.1: Evaluate the various dimensions of diversity in the workplace including race/ethnicity, gender, religion, age, ability, sexual orientation, communication styles, personal appearances, and multi-generations.	<ul style="list-style-type: none"> ● Module Discussions ● Weekly Reading Logs ● Book Review ● Final Paper and Presentation
Learning Objective 3.2: Appraise the role of interpersonal relations, group dynamics and organizational processes in organizations.	<ul style="list-style-type: none"> ● Module Discussions ● Weekly Reading Logs ● Book Review ● Final Paper and Presentation
Learning Objective 3.3: Explain the challenges that come with diversity.	<ul style="list-style-type: none"> ● Module Discussions ● Weekly Reading Logs ● Book Review ● Final Paper and Presentation

Course Materials

- Riccucci, N. M. (2021). *Managing diversity in public sector workforces*. Routledge. (Required)
- One of the books you select in Module 1 (around \$25).
- Various materials available on Canvas.

Need Help? If you need help with technical issues, you should contact UNM IT for help. Click on this link for more information: <https://it.unm.edu/support/>.

Technical Skills

In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

- Use Canvas (help documentation located in “Help”>”UNM Canvas Help Site” link on left course menu, and also at [Online Student Documentation](#)).
- Use email – including attaching files, opening files, downloading attachments
- Copy and paste within applications including Microsoft Office
- Open a hyperlink (click on a hyperlink to get to a website or online resource)
- Use Microsoft Office applications
 - Create, download, update, save and upload MS Word documents
 - Create, download, update, save and upload MS PowerPoint presentations
 - Create, download, update, save and upload MS Excel spreadsheets
 - Download, annotate, save and upload PDF files
- Use the in-course web conferencing tool (Zoom) *as needed*
- Download and install an application or plug in

Technical Requirements

Computer

- **If you are enrolled in the online modality for this course, you are required to have access to a computer in a private space.** Please see Canvas for details on how to rent a computer through UNM as needed.
- A high-speed Internet connection is highly recommended.
- Supported browsers include: [Detailed Supported Browsers and Operating Systems](#)
- Microsoft Office products are available free for all UNM students (more information on the [UNM IT Software Distribution and Downloads page](#))

Tracking Course Activity

Canvas automatically records all students’ activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, web conferencing, discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty with Canvas, class material, etc. ***Note: Unexpected Canvas system outages are rare but, if they occur, I will advise everyone on how to proceed. For Canvas help, visit UNM’s [Canvas Info Site](#).***

Need Help? Students needing help with technical issues can contact UNM IT for help. Click on this link for more information: <https://it.unm.edu/support/> or call (505) 277-0857 (24/7). For UNM Web Conference Technical Help: (505) 277-0857

Workload Expectations

Students who successfully complete this course will receive three credit-hours. You are expected to complete a minimum of nine (9) hours of work each week, which includes, but is not limited to completing assignments, preparing for class as outlined in this syllabus, engaging in personal

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study, and participating in the online activities. I recognize that life can be crazy, however, with an online environment, our “time” in class together must be a priority, so **students are expected to prioritize timely class engagement as outlined in the syllabus.** Failure to do so will impact your final grade.

Engaging in the Course

Communication

Look for the answer first. When questions arise during the course of this class, please remember to check these three sources for an answer: (a) the course syllabus, (b) Canvas announcements, and (c) the Q & A Canvas discussion thread.

Where to post your questions. If you cannot find an answer to your question, and it is a question of a *general nature* (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A discussion thread. This discussion thread can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. I will post answers on the Q & A discussion thread within **1-2 business days**. For questions of a personal nature, email me directly. Allow between **1-2 business days** for replies to direct emails.

I am happy to respect all students who choose to use an alternate, chosen name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You can change your displayed name in some UNM systems including Canvas.

Email

UNM email is an official means of communication among students, faculty, and staff. You are expected to read and act upon email in a timely fashion. You bear the responsibility of missed messages and should check your UNM-assigned email regularly. ***All official correspondence for this class will be sent to your UNM email account or posted to Canvas. Please ensure Canvas notifications are being sent to your email as I rely on Canvas announcements to communicate about deadlines, course materials, etc.***

Participation

You are expected to actively engage in class as outlined on Canvas. As part of the ungrading experience, you will be expected to account for your own engagement and attendance. Consistent tardiness in submitting assignments or lack of participation will impact your final grade.

Note: students are **not allowed to attend class while operating a motor vehicle of any kind.**

Assignments and Evaluation Procedures

Ungrading

Ungrading requires much more engagement and dedication on the part of both student and instructor. Learning is an individual process that requires personal commitment, effort and accountability. As learning is individual, it is important to me to recognize your individual effort and growth while providing feedback on your work. Grading in this class centers on the concept of ungrading. I focus my class around four core elements of learning: preparation, participation, application, and reflection.

Ungrading allows me to focus more on providing feedback, which facilitates improvement and encourages learning. Ungrading removes some student (and instructor!) anxiety and asks you to choose to become a rigorous participant in your learning. Ungrading moves away from the extrinsic motivation to focus more on intrinsic motivation to learn and focuses more on applying course content. Throughout the semester, I will ask you to share your response to my feedback, course assignments and content, and peer feedback.

Ungrading **does not mean you do not participate** in the learning process. **You can fail this course if you do not follow the instructions outlined in this syllabus and on Canvas.** It is your responsibility to reflect on your performance on assignments and adhere to deadlines. Please review the individual assignments for ungrading criteria. Feedback and scores for assignments will be available via the Gradebook on Canvas. Feedback on assignments will be available within 5 business days of the due date via the Gradebook.

At the end of the semester, you will be asked to evaluate your own performance and overall learning in the class by assigning yourself a letter grade. In this self-evaluation, I will ask you to judge your preparation, participation, engagement, and learning by the following grading scale below. After we meet one-on-one and review your own self-evaluation and my feedback, we will determine your final grade. The final grade is a reflection of your self-evaluations throughout the semester on your learning, the improvement in your assigned work, the penalties incurred through the semester by failing to take feedback or submit assignments, your class participation/engagement, your preparation for class, and your mastery of the class content.

Please note: I reserve the right to change grades as appropriate.

- *A+ (Excellent):* Exceptional work for a graduate student. Work at this level is unusually comprehensive, creative, and well written. Work shows mastery of topical content and is of the highest professional quality. Student demonstrates consistent, thoughtful, and productive engagement during class activities. Student is always prepared for class and consistently draws insights and connections from preparation materials when engaging in class. Student actively participates in class and does not get distracted by electronic devices, other projects/students, etc.
- *A/A- (Very good):* Strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates a strong understanding of the topic, and meets professional standards. Student demonstrates consistent and thoughtful engagement during class activities. Student is always prepared for class and is able to, but does not consistently, draw insights and connections from preparation materials when engaging in class. Student actively participates in class and rarely gets distracted by

electronic devices, other projects/students, etc. The difference between an “A” and an “A-” is consistency. For example, a student who earns an “A” takes the feedback provided by the instructor and incorporates that feedback into all remaining assignments, where a student who earns an “A-” takes the feedback provided by the instructor, but struggles to incorporate that feedback into all remaining assignments.

- *B+ (Good)*: Good work for a graduate student. Work at this level is well-reasoned, mostly well-written, and indicates a moderate understanding of topical content. Student demonstrates some engagement during class activities, although the quality of engagement (defined as being prepared for class, being actively engaged and not distracted by electronic devices or other projects, drawing insights and connections from preparation materials when engaging in class, etc.) is inconsistent. **This grade indicates the student has accomplished the basic objectives of the course.**
- *B (Adequate)*: Competent work for a graduate student, even though some weaknesses are evident. Work at this level demonstrates competency in the key course objectives, but shows some indication that a lack of understanding of some important issues exists. The analytical approaches used are adequate, but the student has not been thorough or has shown other weaknesses or limitations, including poor writing, logic, and/or an overall lack of quality. Student demonstrates some engagement during class activities, although the quality of engagement (defined as being prepared for class, being actively engaged in lectures and not distracted by electronic devices or other projects, drawing insights and connections from preparation materials when engaging in class, etc.) is inconsistent.
- *B- (Borderline)*: Weak work for a graduate student. Work at this level barely meets the minimal expectations and it is clear that the understanding of salient issues is incomplete. Student's analytical work performed in the course is minimally adequate and lacks quality in writing and logical presentation. Student demonstrates minimal engagement during class activities. The quality of engagement is inconsistent and unpredictable (i.e., not prepared for class, not actively engaged in lectures, consistently distracted by electronic devices or other projects, failing to draw insights and connections from preparation materials when engaging in class, etc.). **Note: If the student continues to perform similarly in other graduate courses, their performance would not suffice to sustain graduate status in good standing.**
- *C+/- (Deficient)*: Inadequate work for a graduate student. Work at this level doesn't meet the minimal expectations for a graduate student in the course. The work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. The student's analytical work performed is weak and fails to demonstrate the knowledge or technical competence expected of graduate students. Student is unable to communicate clearly in writing and consistently struggles to present a logical approach to their analyses (in assignments and class activities). Student demonstrates minimal engagement during in-class lectures and activities. The quality of engagement is low (i.e., not prepared for class, not actively engaged, consistently distracted by electronic devices or other projects, failing to draw insights and connections from preparation materials when engaging in class, etc.).
- *F (Fail)*: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in analysis and understanding, with serious limits in many areas. Weaknesses or limits are pervasive, even after feedback has

been provided. Student demonstrates little to no engagement during class activities. The quality of engagement is extremely low.

Ungrading should mirror practices found in the workplace and allow you to not only take responsibility for your work, but assess your performance. If this process is overwhelming or you need additional support in completing the ungrading process, please contact me as soon as possible to set up a time to talk. This process may be uncomfortable and challenging, but my hope is you will be able to move beyond remembering course content into creating, evaluating, and analyzing the course material. Please give yourself the space to try hard things, fail *and try again*, and learn something new.

Submitting Assignments and Late Work

All assignments, unless otherwise announced, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

Course Deadlines

Course deadlines are here to help you succeed. Deadlines are a way to help you balance the demands on your time (work/school/family/friends/etc.) and engage in time management and help me provide feedback in a timely/helpful way. All assignments are due **by 11:59 pm (New Mexico time)** on the date listed. This requirement means you should plan on turning in your assignment **before 11:59 pm (New Mexico time)** as Canvas takes a few minutes to upload documents.

No late work will be accepted. No exceptions will be provided unless written approval from me is provided or as allowed by University policy (i.e., you are participating in (a) a university-sanctioned and/or university-approved activities, (b) a religious holiday(s), (c) military work performed in the line-of-duty, (d) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided), (e) quarantine or self-isolation related to illness, and/or experience a family death or emergency).

All assignments not submitted by the due date shown on Canvas will result in an automatic grade of "0" unless you have made prior arrangements with me. If you know that you will have an issue in advance for why you will be unable to meet a specific deadline, **please contact me in advance of the deadline.** If appropriate or required by University policy, I provide an accommodation. *Note on extra credit: Please do not ask for extra credit. Although an extra credit assignment may be offered to the whole class for participating in a learning experience beyond those assignments shared in this syllabus, no individualized extra credit work will be permitted.*

Ungrading Guidelines

Each assignment is subject to the following ungrading guidelines:

Ungrading Guidelines		
<i>Grade</i>	<i>Explanation</i>	<i>Notes</i>
<p>✓ (check; proficient)</p>	<p>The assignment is off to a great start. You have meet the expectations or are close to meeting the assignment expectations. You will need to incorporate the given feedback for future assignments, but you do not need to re-submit in the assignment.</p>	
<p>✓= (check minus; needs improvement)</p>	<p>The assignment has been submitted, <i>but needs to additional work as not all requirements have been met.</i></p>	<p>In a few scenarios, you may be asked to re-submit the assignment. you will need to incorporate feedback before re-submitting your assignment. You will be re-assigned the assignment on Canvas and notified in the feedback. Any assignments that need to be resubmitted will be due seven (7) days after the feedback has been posted to Canvas. Please note your final grade will be impacted by the following scenarios:</p> <ul style="list-style-type: none"> • <u>Failure to re-submit</u> any analysis assignments that receive a ✓= (check minus) grade. • Any <u>regraded assignments that receive a ✓= (check minus) grade</u> (usually by not addressing the provided feedback). <p>You are not allowed to re-submit the following:</p> <ul style="list-style-type: none"> • Incomplete or missed reading logs • Incomplete or missed discussions • Incomplete or missed reflection activities • Final paper • Final presentation

Ungrading Guidelines		
<i>Grade</i>	<i>Explanation</i>	<i>Notes</i>
0 (zero)	<p>No assignment was submitted. <u>There is no opportunity to re-submit an assignment that receives a zero.</u></p> <p>The impact on your final grade will be determined as part of the ungrading process at the end of the semester.</p>	<p>You are allowed to miss two (2) reading logs and two (2) discussions with no penalty.</p>

Assignment Descriptions and Course Schedule

Below are the assignment descriptions and an outline of the material we should cover throughout the semester. We may vary from this schedule as the class progresses. Therefore, use this schedule with the caveat that assignments may be changed for any given class session. Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval from the instructor is provided or as allowed by University policy.

Citation Style

You are required to use the citation style and format of the American Psychological Association (APA). Review the APA Referencing and Citation Guide by clicking on this link:

<https://libguides.unm.edu/psychology/apa-citing>. It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in The Bluebook: A Uniform System of Citation in all papers (see how to cite at this website: <https://www.legalbluebook.com/bluebook/v21/quick-style-guide>).

Summary of Assignments

1. **Reading Logs:** You are expected to prepare for each class by engaging with and reflecting on the assigned learning materials. All learning materials are available on Canvas as is a template for the reading log. A mixture of articles, videos, and readings are required to prepare for each class. The reading assignments listed for each class are those readings that you must complete *before* the class in order to be prepared for class that week. You are expected to critically analyze the material and provide a well-written response with references. Each analysis should be formatted (including references) according to APA guidelines and submitted as a Word document to Canvas. Writing should be clear, well-organized, and contain minimal grammatical errors. You are not allowed to re-submit incomplete reading logs—any late or missing logs will result in a zero. You are allowed to miss two (2) reading logs with no penalty.
2. **Module Discussions:** You are expected to participate in our class by engaging in a weekly discussion post. The discussion posts build off of the work you have done in the reading logs and should encourage reflection and deeper discussion around the module's topic. You are expected to provide a response that meets the word counts, contains minimal grammatical errors, uses correct APA style (formatting and citations), and is clear and well-organized. You are also expected to respond to your peers in a respectful manner that continues the conversation. You are not allowed to re-submit incomplete discussion posts—any late or missing discussion posts or peer responses will result in a zero. You are allowed to miss two (2) discussion posts with no penalty.
3. **Book Review:** While most of the assignments in this class focus on diversity from the context of managing a workplace, the purpose of the book review is to demonstrate your ability to critically evaluate the presentation of topic related to diversity and public service in general. When we think about diversity and the public sector, we often only think about public employees. However, diversity, equity, inclusion, and justice are important values that drive public service because of the communities we serve. The book club presents different community members' lived experiences and their interaction with elements of public service including education, criminal justice, immigration, public safety, and housing. Throughout the semester, each person will read through the book and "attend" to their virtual book club meeting and share what they learned from the assigned

sections of the book. At the end of the book club, your team will create a review of the book you read and the lessons you learned about diversity and the public sector. Your final review should not be a paper, but will be some other evaluative piece that demonstrates your understanding and critique of the material. While you are allowed to resubmit the final review, you are not allowed to miss any of the book club meetings. Failure to attend your book club meetings, fully participate in the group assignment, or submit your review will impact your final grade. At the end of the assignment, you will be asked to evaluate your performance as part of the group as well as your group member's performance.

4. **Reflection Paper:** The reflection paper asks you to apply key themes and concepts from the course. You are expected to critically analyze the prompt and provide a well-written response with references. Each paper should be formatted (including references) according to APA guidelines and submitted as a Word document to Canvas. Writing should be clear, well-organized, and contain minimal grammatical errors. Specific prompts and rubrics are available on Canvas.
5. **Final Presentation:** You will need to prepare a 8-10 minute presentation on any of the topics outlined in the syllabus. For this, you will need to use case studies, news media items, TED Talks, video clips, stories, or reports to communicate the most interesting things you have learned from the course. Please note the presentation is an interactive exercise that illustrates the theme of the course, meaning you cannot submit a paper or a PowerPoint. Specific prompts and rubrics are available on Canvas.
6. **Final Paper and Presentation Proposal:** You will be asked to submit a proposal outlining your ideas for the final paper and presentation, including your presentation format AND anticipated sources to obtain information.
7. **Peer Review of Final Paper and Presentation:** You will submit two drafts of your final paper and presentation for peer review in the weeks leading up to the final submission. You do not have to have a completed product for evaluation as these reviews are meant to provide feedback towards your final work product.
8. **Final Paper:** The final paper asks you to write a brief memo about your topic and preparation for the final presentation. The paper should be formatted (including references) according to APA guidelines and submitted as a Word document to Canvas. Writing should be clear, well-organized, and contain minimal grammatical errors. Specific prompts and rubrics are available on Canvas.
9. **Reflection Activities:** The syllabus quiz and academic integrity tutorial must be completed in order to unlock the other course materials contained in the course site on Canvas. There are also two self-evaluations as part of this course. The purpose of the self-evaluation quizzes is to help you stay on track for your learning goals. You receive credit just for taking these evaluations. You are not allowed to re-submit incomplete reflection activities—any late or missing log will result in a zero. You must take the reflection aspect of ungrading seriously for this approach to work. *Note on completing the course evaluation: **You are asked to complete a UNM course evaluation, which is separate from the self-evaluations completed throughout the course and is anonymous.** The UNM course evaluation provides me with valuable information and is used, in conjunction with the information from your self-evaluation to improve student learning. You are notified when the online evaluation form is available.*

The table below outlines the assignments due in this course. A more detailed description of assignments can be found on Canvas.

Learning Category	Assignment	Submission Notes
<p><i>Preparation and Participation</i></p>	<ul style="list-style-type: none"> ● Academic Integrity Tutorial (required—course content will not unlock until the tutorial is complete). ● Weekly reading logs ● Weekly module discussions ● Final paper and presentation peer reviews 	<p>Weekly reading logs are due Sundays <u>before</u> 11:59 pm (New Mexico time) on Canvas (see Canvas for specific dates). <u>No late or re-submission options are available for the reading logs</u> so be sure to submit your reading log BEFORE the deadline.</p> <p>You can miss two (2) reading logs with no penalty. Each subsequent missing reading log results in up to a half-letter final grade deduction.</p> <p>Weekly module discussions are due Sundays <u>before</u> 11:59 pm (New Mexico time) on Canvas (see Canvas for specific dates). <u>No late or re-submission options are available for the discussions</u> so be sure to submit your discussion and peer response(s) BEFORE the deadline.</p> <p>You can miss two (2) discussions with no penalty. Each subsequent missing discussion results in up to a half-letter final grade deduction.</p>
<p><i>Application</i></p>	<ul style="list-style-type: none"> ● Book Review ● Reflection paper ● Final paper and presentation proposal ● Final paper and presentation 	<p>Application assignments are due Sundays <u>before</u> 11:59 pm (New Mexico time) on Canvas (see Canvas for specific dates). You will have an opportunity to re-submit every application assignment, even partially completed assignments, <u>if you submit the assignment by the day it is due. No late options are available for application assignments</u> so be sure to submit your assignment, even if it is just a partial assignment, BEFORE the deadline.</p> <p>Each resubmission will be due seven (7) days after the feedback has been posted to Canvas. Each re-submission will also include a short</p>

Learning Category	Assignment	Submission Notes
		<p>reflection on the changes made. Failure to re-submit any application assignments that receive a ✓ = (check minus) grade will impact the final grade calculation with each subsequent missing re-submission resulting in up to a half-letter final grade deduction.</p> <p><u>No late or re-submission options are available for the final paper and final presentation.</u> Failure to submit the final paper and/or final presentation is an automatic letter final grade deduction for each assignment.</p>
<i>Reflection</i>	<ul style="list-style-type: none"> ● Syllabus quiz ● Mid-point self-evaluation ● Final self-evaluation 	<p>Various due dates (see schedule). Due <u>before</u> 11:59 pm (New Mexico time) on Canvas.</p> <p>You are not allowed to re-submit any incomplete reflection activities. Any late or missing reflection activities will result in a zero on the assignment.</p>

Course Schedule

Reminder: All assignments due before 11:59 pm (New Mexico time) on Canvas unless noted.

*Note: You **are required** to read/listen/view the materials listed in the schedule below.*

Module	Preparation Materials	Application Assignments <i>(Due on date listed before 11:59 pm on Canvas)</i>
Module 1: Introduction to Course	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Syllabus • Welcome to PADM 526 module content • Module 1 Canvas page <p><u>Watch:</u></p> <ul style="list-style-type: none"> • Why is workplace diversity worth the effort? (https://www.youtube.com/watch?v=S1D2LvBvB-I) <p><u>Listen:</u></p> <ul style="list-style-type: none"> • The future of diversity, equity, and inclusion in government (https://www2.deloitte.com/us/en/insights/multimedia/podcasts/bias-discrimination-racial-equity-government.html) 	<ul style="list-style-type: none"> • Syllabus quiz (Sunday, January 26) • Academic Integrity Tutorial (Sunday, January 26) • Module 1 Discussion: Introductions (Sunday, January 26) • Book Club Sign-up (Sunday, January 26)
Module 2: Diversity in the Workforce	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Riccucci, Chapter 1 (Introduction). • Gunn, A., 937 Strategy Group, & Workforce Lifecycle Analytics. (2024). (rep.). <i>The State of Workplace Injustice: 2024 Report</i>. 937 Strategy Group. Retrieved from https://937strategygroup.com/wp-content/uploads/2024/05/The-State-of-Workplace-Injustice-Full-Report-2024.pdf. • Sabharwal, M., Levine, H., & D’Agostino, M. (2018). A conceptual content analysis of 75 years of diversity research in public administration. <i>Review of Public Personnel Administration</i>, 38(2), 248-267. • Thomas, K. M., Mack, D. A., & Montagiani, A. (2004). The arguments against diversity: are they valid? 	<ul style="list-style-type: none"> • Reading Log #1 (Friday, January 31) • Module 2 Discussion: Diversity in the Workforce (Sunday, February 2) • Book Club: Meeting #1 (Sunday, February 2) • Module 2 Discussion: Book Club Report Out (Sunday, February 2)

Module	Preparation Materials	Application Assignments (Due on date listed before 11:59 pm on Canvas)
	<ul style="list-style-type: none"> Barboza-Wilkes, C. J., Le, T. V., & Resh, W. G. (2023). Deconstructing burnout at the intersections of race, gender, and generation in local government. <i>Journal of Public Administration Research and Theory</i>, 33(1), 186-201. <p>Watch:</p> <ul style="list-style-type: none"> PBS Newshour. (2021, August 12). America is becoming more urban, more diverse and less white, 2020 census reveals. 	
Module 3: Diversity Competency	<p>Read:</p> <ul style="list-style-type: none"> Riccucci, Chapter 3 (The Significance of Diversity and Social Equity). Bell, J. M., & Hartmann, D. (2007). Diversity in everyday discourse: The cultural ambiguities and consequences of “happy talk”. <i>American Sociological Review</i>, 72(6), 895-914. Elliott, C., Adams, R. J., & Sockalingam, S. (2016). <i>Multicultural Guide or toolkit summary</i>. AWESOME LIBRARY. https://www.awesomelibrary.org/multiculturaltoolkit.html (READ ALL PARTS OF THE TOOLKIT) Trefry, M. G. (2006). A double-edged sword: Organizational culture in multicultural organizations. <p>Listen:</p> <ul style="list-style-type: none"> Beard, A., Melaku, T., & Smith, D. (2020, October 27). <i>How those with power and privilege can help others advance</i>. Harvard Business Review. https://hbr.org/podcast/2020/10/how-those-with-power-and-privilege-can-help-others-advance 	<ul style="list-style-type: none"> Reading Log #2 (Friday, February 7) Module 3 Discussion: Diversity Competency (Sunday, February 9) Book Club: Meeting #2 (Sunday, February 9) Module 3 Discussion: Book Club Report Out (Sunday, February 9)
Module 4: Legal Dimensions in Diversity	<p>Read:</p> <ul style="list-style-type: none"> Riccucci, Chapter 2 (Law and Public Policy). Deo, M. E. (2021). The end of affirmative action. <i>NCL Rev.</i>, 100, 237. American Management Association. (2020, December 11). <i>D&I in the workplace: A legal perspective</i>. 	<ul style="list-style-type: none"> Reading Log #3 (Friday, February 14) Module 4 Discussion: Legal Dimensions in Diversity (Sunday, February 16) Book Club: Meeting #3 (Sunday, February 16) Module 4 Discussion: Book Club Report Out (Sunday, February 16)

Module	Preparation Materials	Application Assignments (Due on date listed before 11:59 pm on Canvas)
	<p>https://www.amanet.org/articles/di-in-the-workplace-a-legal-perspective/</p> <ul style="list-style-type: none"> • Pick one (1): <ul style="list-style-type: none"> ○ Title VII of the Civil Rights Act of 1964: https://www.eeoc.gov/statutes/title-vii-civil-rights-act-1964 ○ The Age Discrimination in Employment Act: https://www.eeoc.gov/statutes/age-discrimination-employment-act-1967 ○ The Americans with Disabilities Act: https://www.ada.gov/law-and-regs/ada/ <p>Listen:</p> <ul style="list-style-type: none"> • Buchanan, Ingersoll, & Rooney. (2024, July 1). <i>Episode 21: A Post Affirmative Action World: The Rulings, Reactions and Repercussions with Charlene Barker Gedeus and George Morrison</i>. Dimensions of Diversity. https://share.transistor.fm/s/69f668f2 	
Module 5: Ethnicity & Race	<p>Read:</p> <ul style="list-style-type: none"> • Riccucci, Chapter 4 (Race and Diversity Management) • Riccucci, Chapter 5 (Managing Diversity around Ethnicity). • Ray, V., Herd, P., & Moynihan, D. (2023). Racialized burdens: Applying racialized organization theory to the administrative state. <i>Journal of Public Administration Research and Theory</i>, 33(1), 139-152. • Headley, A. M., Wright, J. E., & Meier, K. J. (2021). Bureaucracy, democracy, and race: The limits of symbolic representation. <i>Public Administration Review</i>, 81(6), 1033-1043. <p>Watch:</p> <ul style="list-style-type: none"> • Environmental Law Institute. (2024, January 30). <i>Bridges to a new era: The past, present, and future of tribal co-management on Federal Lands</i>. YouTube. https://www.youtube.com/watch?v=UA1WA8ObmPk 	<ul style="list-style-type: none"> • Reading Log #4 (Friday, February 21) • Module 5 Discussion: Ethnic/Racial Issues (Sunday, February 23) • Book Club: Meeting #4 (Sunday, February 23) • Module 5 Discussion: Book Club Report Out (Sunday, February 23)

Module	Preparation Materials	Application Assignments <i>(Due on date listed before 11:59 pm on Canvas)</i>
	<ul style="list-style-type: none"> ○ Related article: Mills, M., & Nie, M. (2021). Bridges to a new era: A report on the past, present, and potential future of tribal co-management on federal public lands. <i>Pub. Land & Resources L. Rev.</i>, 44, 49. 	
Module 6: Gender	<p><u>Read</u></p> <ul style="list-style-type: none"> • Riccucci, Chapter 6 (Diversity Management and Women in Public Sector Workforces). • Pandey, S. K., Smith, A. E., Pandey, S., and Ojelabi, O. A. (2023). “Reimagining Race and Gender in Public Administration And Public Policy: Insights from an Interdisciplinary Systematic Review.” <i>Public Administration Review</i> 83(1), 14–34. • Park, S., & Liang, J. (2021). A comparative study of gender representation and social outcomes: The effect of political and bureaucratic representation. <i>Public Administration Review</i>, 81(2), 321-332. • Pick one (1) <ul style="list-style-type: none"> ○ Polzer, T., Nolte, I. M., & Seiwald, J. (2023). Gender budgeting in public financial management: a literature review and research agenda. <i>International Review of Administrative Sciences</i>, 89(2), 450-466. ○ Kennedy, A. R., Bishu, S. G., & Heckler, N. (2020). Feminism, masculinity, and active representation: A gender analysis of representative bureaucracy. <i>Administration & Society</i>, 52(7), 1101-1130. ○ Smith, A. E., Hassan, S., Hatmaker, D. M., DeHart-Davis, L., & Humphrey, N. (2021). Gender, race, and experiences of workplace incivility in public organizations. <i>Review of Public Personnel Administration</i>, 41(4), 674-699. <p><u>Listen:</u></p>	<ul style="list-style-type: none"> • Reading Log #5 (Friday, February 28) • Module 6 Discussion: Gender Issues (Sunday, March 2) • Book Club: Meeting #5 (Sunday, March 2) • Module 6 Discussion: Book Club Report Out (Sunday, March 2)

Module	Preparation Materials	Application Assignments (Due on date listed before 11:59 pm on Canvas)
	<ul style="list-style-type: none"> Fink, J. L. W. (2022, September 22). <i>Gender equality, boys and men</i>. On Boys Podcast. https://www.on-boys-podcast.com/gender-equality-boys-and-men/ 	
<p>Module 7: Immigration</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> Alesina, A., & Tabellini, M. (2024). The political effects of immigration: Culture or economics?. <i>Journal of Economic Literature</i>, 62(1), 5-46. Hennessey, G., & Hagen-Zanker, J. (2020). The fiscal impact of immigration: A review of the evidence. Lewis, G. B., Liu, C. Y., & Edwards, J.T. (2014). The Representation of Immigrants in Federal, State and Local Government Work Forces. PMAP Publications. 4. Lucio, J. D. (2016). Public administrators and noncitizens. <i>Administration & Society</i>, 48(7), 831-850. Martínez, D. E. (2022). The racialized dimensions of contemporary immigration and border enforcement policies and practices. <i>Public Administration Review</i>, 82(3), 598-603. <p><u>Watch</u></p> <ul style="list-style-type: none"> Pick one of the recent lectures in University of Arizona's Immigration Speaker Series https://law.arizona.edu/academics/programs/immigration-law-policy/immigration-speaker-series <ul style="list-style-type: none"> U.S. Immigration Law and Policy for the 21st Century: Visualizing a System that Works for Employers, Workers, and the U.S. Economy From the Border to Boston: Unpacking the Migrant Crisis Martha's Vineyard and Beyond: Current Immigration Issues Forced Climate Migration of Indigenous Peoples with Juanita Cabrera Lopez and Blake A. Gentry 	<ul style="list-style-type: none"> Reading Log #6 (Friday, March 7) Module 7 Discussion: Immigration Issues (Sunday, March 9) Book Club: Meeting #6 (Sunday, March 9) Module 7 Discussion: Book Club Report Out (Sunday, March 9)

Module	Preparation Materials	Application Assignments <i>(Due on date listed before 11:59 pm on Canvas)</i>
	<ul style="list-style-type: none"> ○ The Future of Immigrants’ Rights A Conversation with Judy Rabinowitz and Michael Tan, Deputy Directors of the ACLU Immigrants’ Rights Project ○ Driving While Brown: Sheriff Joe Arpaio versus the Latino Resistance 	
Module 8: Age and Ability	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Riccucci, Chapter 8 (Disability and Diversity in the Workplace) • Allgood, M. (2021). Increasing equitable access to individuals with disabilities: Participation in electronic public administration research. <i>Journal of Public and Nonprofit Affairs</i>, 7(3), 434-442. <p><u>Listen:</u></p> <ul style="list-style-type: none"> • Pick one (1) episode from either of these podcast series: <ul style="list-style-type: none"> ○ Disability Visibility Project. https://disabilityvisibilityproject.com/category/podcast/ ○ Included: The Disability Equity Project. https://included.libsyn.com/ <p><u>Watch:</u></p> <ul style="list-style-type: none"> • Duffy, B. (2023, January 13). <i>How labels like Boomer, millennial, or gen Z mislead us</i> . YouTube. https://www.youtube.com/watch?v=6kLvu78gsu8 • Washington Post. (2022, November 2). <i>Public officials on attracting a new generation to government service (full stream 11/02)</i>. YouTube. https://www.youtube.com/watch?v=n28rDbwRbiA 	<ul style="list-style-type: none"> • Reading Log #7 (Friday, March 14) • Module 8 Discussion: Age and Ability Issues (Sunday, March 16) • Book Club: Meeting #7 (Sunday, March 16) • Module 8 Discussion: Book Club Report Out (Sunday, March 16)
Semester Break #1	<ul style="list-style-type: none"> • No preparation materials 	<ul style="list-style-type: none"> • Mid-point self-evaluation (Sunday, March 23) • Group Evaluation #1 (Sunday, March 23)
Module 9: Sexual Identity	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Riccucci, Chapter 7 (Diversity and LGBTQIA) • Baker, A. C., Hillier, A., & Perry, M. (2020). Street-level bureaucrats and intersectional policy logic: A case study of 	<ul style="list-style-type: none"> • Reading Log #8 (Friday, March 28) • Module 9 Discussion: Identity Issues (Sunday, March 30) • Book Club: Meeting #8 (Sunday, March 30)

Module	Preparation Materials	Application Assignments (Due on date listed before 11:59 pm on Canvas)
	<p>LGBTQ policy and implementation barriers. <i>Journal of Policy Practice and Research</i>, 1(3), 96-112.</p> <ul style="list-style-type: none"> Elias, N. M. (2020). LGBTQ+ civil rights: Local government efforts in a volatile era. <i>Public Administration Review</i>, 80(6), 1075-1086. Larson, S. J. (2022). Actions for queering American public administration. <i>Administration & Society</i>, 54(1), 145-163. Meyer, S. J., Dale, E. J., & Willis, K. K. (2022). “Where my gays at?” The status of LGBTQ people and queer theory in nonprofit research. <i>Nonprofit and Voluntary Sector Quarterly</i>, 51(3), 566-586. <p>Watch:</p> <ul style="list-style-type: none"> American Society for Public Administration-Democracy and Social Justice. (2021, April 5). <i>Book chat: Social equity and LGBTQ rights with dr. Lorenda Naylor</i>. YouTube. https://www.youtube.com/watch?v=c2s11543E68 	<ul style="list-style-type: none"> Module 9 Discussion: Book Club Report Out (Sunday, March 30)
Module 10: Religion	<p>Read:</p> <ul style="list-style-type: none"> Beyer, P., & Beaman, L. G. (2019). Dimensions of diversity: Toward a more complex conceptualization. <i>Religions</i>, 10(10), 559. Obregon, S. L., Lopes, L. F. D., Kaczam, F., da Veiga, C. P., & da Silva, W. V. (2022). Religiosity, spirituality and work: A systematic literature review and research directions. <i>Journal of Business Ethics</i>, 179(2), 573-595. Ongaro, E., & Tantardini, M. (2023). Religion, spirituality, faith and public administration: A literature review and outlook. <i>Public Policy and Administration</i>. Pfaff, S., Crabtree, C., Kern, H. L., & Holbein, J. B. (2021). Do street-level bureaucrats discriminate based on religion? A large-scale correspondence experiment among American public school principals. <i>Public Administration Review</i>, 81(2), 244-259. Lewis, A. R. (2021, June 17). <i>The fight for religious freedom isn't what it used to be</i>. The Atlantic. 	<ul style="list-style-type: none"> Reading Log #9 (Friday, April 4) Module 10 Discussion: Religious Issues (Sunday, March 31) Book Club: Meeting #9 (Sunday, April 6) Module 10 Discussion: Book Club Report Out (Sunday, April 6) Final Presentation and Paper Proposal (Sunday, April 6)

Module	Preparation Materials	Application Assignments <i>(Due on date listed before 11:59 pm on Canvas)</i>
	<p>https://www.theatlantic.com/ideas/archive/2021/06/fulton-and-polarization-religious-freedom/619158/</p> <p><u>Watch/Listen:</u></p> <ul style="list-style-type: none"> NCEA Podcast. (2023, May 16). <i>The critical role of faith communities in working for elder justice</i>. YouTube. https://www.youtube.com/watch?v=Me_I1egnqYI 	
Module 11: Diversity Management	<p><u>Read:</u></p> <ul style="list-style-type: none"> Riccucci, Chapter 9 (Diversity, Diversity Management and Intersectionality). Onyeador, I. N., Hudson, S. K. T., & Lewis Jr, N. A. (2021). Moving beyond implicit bias training: Policy insights for increasing organizational diversity. <i>Policy Insights from the Behavioral and Brain Sciences</i>, 8(1), 19-26. Sabharwal, M. (2014). Is diversity management sufficient? Organizational inclusion to further performance. <i>Public personnel management</i>, 43(2), 197-217. Yadav, S., & Lenka, U. (2020). Diversity management: a systematic review. <i>Equality, Diversity and Inclusion: An International Journal</i>, 39(8), 901-929. <p><u>Listen:</u></p> <ul style="list-style-type: none"> Roth, D. (2024, May 23). <i>Embracing authenticity and unleashing talent w/ Elaine Lin Hering</i>. Beyond The Checkbox. https://beyondthecheckbox.com/unlearning-silence-embracing-authenticity-and-unleashing-talent-in-the-workplace-w-elaine-lin-hering/ University of Michigan School of Public Health. (2021, March 23). <i>Increasing diversity in public health: Season 3: Race, inequity, and closing the Health Gap: Population Healthy Podcast: University of Michigan School of Public Health</i>. Season 3: Race, Inequity, and Closing the Health Gap Population Healthy Podcast University of Michigan School of Public Health. 	<ul style="list-style-type: none"> Reading Log #10 (Friday, April 11) Module 11 Discussion: Diversity Management (Sunday, April 13) Book Club: Meeting #10 (Sunday, April 13) Reflection Paper (Sunday, April 13)

Module	Preparation Materials	Application Assignments <i>(Due on date listed before 11:59 pm on Canvas)</i>
	<p>https://sph.umich.edu/podcast/season3/increasing-diversity-in-public-health.html</p>	
<p>Module 12: Inclusion and Belonging</p>	<p>Read:</p> <ul style="list-style-type: none"> Allen, K. A., Kern, M. L., Rozek, C. S., McInerney, D. M., & Slavich, G. M. (2021). Belonging: A review of conceptual issues, an integrative framework, and directions for future research. <i>Australian journal of psychology</i>, 73(1), 87-102. Sweeting, K. D. (2022). Strategies to foster engagement, empathy, equity, and ethics in public service: A conceptual model for public and nonprofit administrators. <i>Public Integrity</i>, 24(4-5), 432-447. Sabattini, L., & Crosby, F. (2008). Overcoming resistance. <i>Diversity resistance in organizations</i>, 273. <p>Listen:</p> <ul style="list-style-type: none"> Pick one (1) episode from NAPA's <i>Management Matters</i> podcast (https://napawash.org/podcast-grand-challenge/foster-social-equity) <p>Watch:</p> <ul style="list-style-type: none"> American Society for Public Administration-Democracy and Social Justice. . (2020, November 30). <i>Social Equity, diversity, and Inclusion as Ethical Priorities: Ethics Education (part 5)</i>. YouTube. https://www.youtube.com/watch?v=Wxcr_yQt6pM 	<ul style="list-style-type: none"> Reading Log #11 (Friday, April 18) Module 12 Discussion: Inclusion and Belonging (Sunday, April 20) Book Review (Sunday, April 20) Module 12 Discussion: Book Club Wrap-up (Sunday, April 20) Group Evaluation #2 (Sunday, April 20)
<p>Module 13: The Future of Diversity Initiatives</p>	<p>Read:</p> <ul style="list-style-type: none"> Riccucci, Chapter 10 (Public Sector Organizations Positioning for the Future). Triana, M. D. C., Gu, P., Chapa, O., Richard, O., & Colella, A. (2021). Sixty years of discrimination and diversity research in human resource management: A review with suggestions for future research directions. <i>Human Resource Management</i>, 60(1), 145-204. <p>Listen:</p> <ul style="list-style-type: none"> Gallacher, J., & Raza, W. (2024, June 2). <i>Don't Let DEI Die</i>. HR Magazine. 	<ul style="list-style-type: none"> Reading Log #12 (Friday, April 25) Module 13 Discussion: The Future of Diversity Initiatives (Sunday, April 27) Final Paper and Presentation Peer Review #1 (Sunday, April 27)

Module	Preparation Materials	Application Assignments <i>(Due on date listed before 11:59 pm on Canvas)</i>
	<p>Watch:</p> <ul style="list-style-type: none"> Washington State Office of Equity. (2023, October). <i>Decision-making through the lens of equity</i>. YouTube. https://www.youtube.com/watch?v=UkLLmKIwKMc 	
Semester Break #2	<ul style="list-style-type: none"> No preparation materials 	<ul style="list-style-type: none"> Final Paper and Presentation Peer Review #2 (Sunday, May 4) Final Self-evaluation (Sunday, May 4)
Module 14: Course Wrap-up	<ul style="list-style-type: none"> No preparation materials 	<ul style="list-style-type: none"> Module 14 Discussion: Final Paper Presentation (Sunday, May 11) Final Paper and Presentation (Sunday, May 11)

Other Course Policies

Accessibility Statement

UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or by phone at 505-277-3506.

If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them, I encourage you to do so.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the participation guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website. You can access this information by clicking on this link: <http://undocumented.unm.edu/>.

Drop Policy

This course falls under all UNM policies for last day to drop courses, etc. Please see the UNM Course Catalog for information on UNM services and policies. Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.

Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-titleix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, please click on this link:

<https://policy.unm.edu/university-policies/2000/2740.html>

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. myPlan is available for students of all gender identities and sexual

orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

Prohibition of Sharing Copyrighted Materials and Course Content

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student’s original work, unless the students first comply with all applicable copyright laws. Sharing of assignment submissions and results to websites advertising themselves as “study sites” (e.g., Course Hero) or other similar course information sharing sites is expressly prohibited. Copyright violations may subject students to disciplinary charges for academic integrity violations.

Technology will be used for any virtual meetings in this course and our use of such technology is governed by the Family Educational Rights and Privacy Act of 1974 (FERPA), the UNM Acceptable Computer Use Policy, UNM Computer Use Guidelines, and UNM’s Student Code of Conduct. Sharing Electronic video and/or audio recording of the class with participants outside of the class is not permitted without written consent of the instructor and each participating student individually. The form to obtain written consent is available at <https://registrar.unm.edu/forms/ferpa-consent.pdf>. If a student in the course is uncomfortable with completing the FERPA consent waiver, then the student should talk with their advisor or instructor to determine whether successful participation in the class is still possible, or whether another course will meet the student’s degree requirements.

If permission for electronic video and/or audio recording is granted, any distribution of the recording is prohibited. You may not share class recordings with anyone outside of this course and doing so may result in disciplinary action. Students with specific electronic recording accommodations authorized by the University of New Mexico Accessibility Resources Center do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. A record of all meetings and recordings is kept and stored by UNM, in accordance with these policies. Guest instructors and other participants may also attend our class meetings. Your instructor will not share course access in relation to class activities outside of the course participants, which include your fellow students, TAs/GAs, and any guest instructors, guest students, or community-based learning partners that we may engage with to achieve the stated course objectives.

Student Conduct

Students are expected to adhere to the guidelines provided in Pathfinder, which also lay out your rights and responsibilities as a UNM student. Students are expected to create a learning environment where all students collaborate to build a community that embraces the diversity of its members and is free from any form of harassment, intimidation, violence, and exploitation. Free expression and thought is encouraged, but hate speech, disruptive behavior, and other forms of disrespectful conduct are not tolerated. Students may be subject to disciplinary action if their

acts violate the student code of conduct either in-person or online. Click on this link to access the student code of conduct: <https://pathfinder.unm.edu/code-of-conduct.html>.

Disruptive Behavior Policy

Disruptive behavior can occur in-person *or* online. According to UNM policy, “Disruptive behavior is student behavior that interferes with the educational process of other students. It may or may not be responsive to faculty or staff intervention. It is behavior that may prevent faculty members and staff from carrying out professional responsibilities. Specific examples of disruptive behavior include [but are not limited to]:

- A student who physically confronts another person.
- A student who verbally abuses another person.
- A student who interrupts the educational process in class by making remarks out of turn, taking over the lecture, or dominating class discussion.
- A student who physically acts out toward University property by breaking windows, throwing furniture or smashing doors.”

Disruptive behavior is not tolerated. Students who engage in disruptive behavior will be asked to meet with the instructor to discuss the behaviors that need to change, the timeline students should adhere to as part of the change, and the consequences for failing to adjust their behavior. A written summary of the meeting will be provided.

Support for Students and Academic Integrity

Students should feel empowered during their UNM journey and find success as they grow and develop new skills, knowledge, and passion. I encourage all of my students to become familiar with the services and policies set forth by UNM that will enable them to succeed at UNM, academically and otherwise. All students are advised they are **expected to follow the guidelines laid out in the student handbook (Student Pathfinder)**, which can be accessed by visiting this link: <https://pathfinder.unm.edu>. Visit this website to learn more about the many services available to help you as a student be successful here at UNM: <https://students.unm.edu>.

One important expectation for students is academic integrity. Understanding and avoiding violating academic integrity, including avoiding plagiarism, can be a tricky task. If you have questions, please talk with me **before the assignment is due** so we can resolve the issue and you can avoid serious disciplinary consequences. I expect all students to act with integrity by submitting original work for all class assignments. Failure to submit original work in any way can lead to grade penalties and course failure along with other consequences. While many students unintentionally commit acts of academic dishonesty, ignorance is not an excuse. To promote academic integrity practices, students are required to take the tutorial on Canvas. Students should also review this reference on Avoiding Plagiarism by clicking on this link: https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html.

A couple of rules to help you succeed:

1. If you are unsure about providing a citation, please ask!
2. Always provide a citation for direct quotations and paraphrases or summaries of someone else’s work.

3. Acknowledge the people you collaborate with on any assignments.
4. It is considered cheating to change, alter, or revise someone else's work and submit that work as your own. **It is also considered cheating to let someone else change and submit your work as their own.** Finally, if you want to use your own prior work for your new work, you need to cite yourself, unless you have specific permission from the instructor to alter the original content.

Acceptable and Unacceptable Use of AI

When in doubt about permitted usage, please ask for clarification. The use of generative AI tools (e.g. ChatGPT, Dall-e, Grammarly, etc.) **is permitted in this course** for the following activities:

- Brainstorming and refining your ideas
- Fine tuning your research questions
- Drafting an outline to organize your thoughts
- Revising originally created language as part of the iterative drafting process
- Checking grammar and style.

The use of generative AI tools **is not permitted in this course** for the following activities:

- Finding information on your topic
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment (unless explicitly indicated in the assignment description).
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example,

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>.

Any assignment that is found to have used generative AI tools in unauthorized ways will be subject to grading and other penalties, including being reported for academic dishonesty based on the instructor's discretion and the seriousness of the offense.