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PADM 664 / UPA 664 / PAS 664

1st Summer Term

WELCOME

A culturally competent society acknowledges and incorporates at all levels – the importance of culture, the assessment of cross-cultural relations, vigilance toward the dynamics that result from cultural differences, the expansion of cultural knowledge, and the adoption of services to meet culturally-unique needs. The principles taught in this course are intended to improve and cultivate knowledge regarding issues affecting diversity. It provides a framework for examining factors related to discrimination, racism, sexism and heterosexism in terms of political history, power, stereotyped perceptions and practices across society. We will focus on the following questions through a cultural competency lens.

1. How are relationships of domination and subordination structured and maintained?
2. How do race, class, sexuality and gender function as parallel and interlocking systems that shape the basic relationships of domination and subordination?

COURSE OBJECTIVES:

- Review the core tenants of cultural competency.
- Assess public and nonprofit agencies commitment to cultural competency.
- Debunk myths associated with colorblind policies and rhetoric.
- Explore cultural competency related policy/administration solutions.

NASPAA CORE COMPETENCIES

After completing the NASPAA accredited MPA program students at the University of Louisville, students will demonstrate competency in the following areas:

- 1. To lead and manage in public governance**
2. To participate in and contribute to the policy process
- 3. To analyze, synthesize, think critically, solve problems and make decisions**
4. To articulate and apply a public service perspective
- 5. To communicate and interact productively with a diverse and changing workforce and citizenry**

INSTRUCTOR'S AVAILABILITY

Email is my preferred method of communication; I am online much of the time from 10 a.m. – 6 p.m. M – F; I try to reserve weekends for my personal time. If these times are not convenient for you, please let me know and I will be happy to accommodate your schedule if at all possible. If your question or concern warrants an immediate response please do not hesitate to call/text my cell phone at (601) 316-3509. I prefer you text me first to let me know who you are and the nature of your concern. I provide you with

these times to make it easier to communicate with me, not to limit our contact. If you need to contact me outside these time frames, you should not hesitate to do so.

In the event a third party needs to contact me, please direct them to my contact information listed under "Instructor Information" button in Blackboard (Bb). No third party should use your login credentials to gain access to the online classroom or call my personal cell phone.

I will respond to your inquiry within 24 hours of receipt except on weekends and holidays when it may be 48 hours. If I do not respond in that time frame, know that I probably did not receive your message.

SYLLABUS REVISIONS

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

ACADEMIC HONESTY:

Academic dishonesty of any kind will **NOT** be tolerated! Please understand that plagiarism is intentionally or carelessly using someone else's ideas or words **WITHOUT USING CORRECT CITATION** that gives credit to the author. Plagiarism on any assignment constitutes academic misconduct.

REQUIRED REFERENCE:

All written assignments must follow American Psychological Association (APA) style. Each APA citation has two parts, the in-text citation and the reference sheet entry. You must have both an in-text citation and a reference sheet entry for **EVERY** outside source you use including assigned readings. This link includes detailed information regarding APA compliance.

<https://owl.english.purdue.edu/owl/resource/560/01/>

LATE ASSIGNMENTS POLICY:

Assignments should be submitted no later than the time due listed in the syllabus.

******LATE ASSIGNMENTS WILL NOT BE ACCEPTED******

TEXTS:

Michelle Alexander. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.

Tim Wise. (2010). *Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity*. ISBN: 9780872865082

(Optional) Gooden, Susan T. (2014). *Race and Social Equity: A Nervous Area of Government*. ISBN: 780765637192

(Optional) Kristen A. Norman & Susan Gooden. (2012). *Cultural Competency for Public Administrators*. ISBN: 9780765626776

In addition, selected journal articles, book chapters, and case studies will be assigned at the professor's discretion. These additional readings will be uploaded to Blackboard.

STUDENT EXPECTATIONS

- Read **ALL** textbook chapters and other assigned readings *before* the scheduled class
- Participate actively in discussions and ask clarifying questions
- Prepare and submit all written assignments on time using Microsoft Word
- Edit all written submissions for clarity, flow, grammar, punctuation, and spelling
- Include complete APA style citation for all written assignments (papers)
- Submit all assignments via blackboard on time!

Do not associate the word, 'online' or 'hybrid' with the word 'easy.' If you fall far enough behind that completing the course becomes improbable, I will suggest that you contact your Academic Advisor for assistance with determining your next steps.

ASSIGNMENTS

1. Attendance & Participation: 20%

- a. Participation is an important component of this course. You are expected to have the required readings & assignments completed **before** each class meeting. You will share your knowledge and opinions of required readings and related materials through class discussions.
- b. Unexcused absences will reduce your course grade.

2. Annotated Bibliography: 20%

- a. Create an annotated bibliography for **all** the readings from the course.
 - i. **Each chapter is a separate entry.**
 - ii. Normal annotated bibs are alphabetized but, this one should go in the same order the readings are listed in the syllabus.
- b. Address the following questions:
 - i. What are the central themes of the readings?
 - ii. What methods did the authors use to examine the problems/ questions?
 - iii. What were the main findings/arguments?
 - iv. What are the contributions of the readings?
 - v. What are the limitations of the research?
- c. Be sure to include **all** of the readings from the course as well as:
 - i. Ph.D. students must include at least **(4) additional** scholarly works
 - ii. M.A. students must include at least **(2) additional** scholarly works
 1. Be sure to include your additional readings at the end of the assignment.

d. DUE: May 27th at 11:59pm

3. Perusall Annotations: 20%

- a. You are required to complete (2) annotations for each article/chapter by noon on each class meeting day. Your first annotation must be an original thought and the second must be a response to one of your classmates.
- b. Due: By noon on each class meeting day.**

4. Final Project 40%

- a. In public administration, many of the major projects involve significant team/group work. Therefore, I have structured this assignment to encourage **(but not mandate)** working in a group. Each team member will submit a copy of the final assignment to blackboard.
 - i. This is a unique final assignment that allows you to choose to work as a team or as an individual. The coding instructions are below.
 1. If you chose to work alone then you must identify an urban city with at least 100 Facebook photos and code the most recent 100 photos.
 - a. 1 member = 100 photos.
 2. If you work as a group, you must choose a city that has at least 150 photos and code the most recent 150 photos.
 - a. 2 members = 75 photos each.
 - b. **Provide demographic information about the city and the police department you are evaluating.**
 - i. Complete a background search for news stories involving police since year 2000. Be sure to look for agency demographic info as well as any relevant info pertaining to the background of the police department and the city. Include:
 1. Population (gender, racial breakdown), Crime Statics, Average Income, Education, etc.
 - ii. This should be at least 750 words
 - c. **Engagement with law enforcement**
 - i. Most cities set up their Facebook pages as a result of the aftermath of a crisis as an attempt to clean up their image. Identify the hot button issue(s) associated with cultural competency and the police.
 1. After completing the coding of the post, write an analysis of your findings. You are more than welcome to include information from sources such as: the local police union, ACLU, NAACP, national news sources, local news, etc.
 - ii. This should be at least 1250 words.
 - d. **Coding the data**
 - i. I will go over this in class on the first day.
 - ii. DUE: May 27th at 11:59pm**

IMPORTANT DUE DATES:

- a. Annotated Bibliography Due: DUE: May 27th at 11:59pm**
- b. Perusall Annotations Due: By noon of each class meeting.**
- c. Group Project Due: DUE: May 27th at 11:59pm**

Other links of potential interest and/or use:

http://www.rccasa.org/StudyManuals/03_CASA_ISE_Vol_1008.pdf

<https://www.nea.org/home/39783.htm>

<http://www.ala.org/acrl/standards/diversity>

<http://ctb.ku.edu/en/enhancing-cultural-competence>

<http://www.jefferson.kyschools.us/Programs/mcconnections/CulturalCompVideos.html>

<http://www.slideshare.net/JFCSLouisville/cultural-competency-36714892>

<http://xculture.org/cultural-competency-programs/cultural-competency-training/>

Racial bias tests: <https://implicit.harvard.edu/implicit/takeatest.html>

GRADES

Grades	Points	Quality Points
A+	100 – 97	4.0
A	96 – 94	4.0
A-	93 - 90	3.7
B+	89 - 87	3.3
B	86 – 84	3.0
B-	83 – 80	2.7
C - F	70 and Below	0

Technology Expectations

Assignments are to be submitted on Blackboard (Bb).

***NOTE: Blackboard is down every Friday from 10:00 p.m. – 2:00 a.m. Eastern Time for maintenance.*

You must be able to use Internet search tools, access Bb, download and print documents and upload assignments. A fast Internet connection is important when developing a course on Blackboard. If you do not have a fast connection, good options are to go to a public library’s computer lab (often they have free wireless broadband for your laptop) or come to campus and use computers in your department, the library or one of the IT computer labs.

Technology Help

If you feel you need assistance in any way, please ask for help. The Delphi Center Blackboard staff can aid with any related issue you are having. They are available Monday - Friday, 8:00 am - 5:00 pm and can be reached at 502.852.8833. Alternatively, contact the UofL Help Desk at 502.852.7997 for questions regarding UofL's other online technologies.

University Resources

The University of Louisville offers services and resources to allow for everyone to take full advantage of the University's educational, social, and cultural opportunities. A full description of and contact information for these resources can be found behind the *University Resources* button located on the left-hand navigation panel in each Blackboard course. Those resources include:

- Distance/Online Library Services
- Digital Media Suite (DMS)
- Disability Resource Center (DRC)
- Library Citation Sources
- The Miniature Guide to Critical Thinking Concepts and Tools
- Critical Thinking Inventories (CTIs)
- Resources for Academic Achievement (REACH)
- Testing Services
- UofL Counseling Center
- UofL Dean of Students Office
- UofL Help Desk
- University Writing Center
- Virtual Writing Center (VWC)

University of Louisville's Diversity Vision Statement

The University of Louisville adopted a diversity vision statement in 2007 with tenets of expected behaviors for all members of the campus community:

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, socio-economic status, national origin, sexual orientation, disability, and religion-that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty, and staff who reflect the diversity of our larger society.

For more information about what the University of Louisville is doing to promote a diverse and inclusive campus environment visit the [Office for Diversity and International Affairs](#)

General Statement on LGBTQ+ Inclusion/Pronoun Usage:

Though all opinions are welcome in this classroom, it is our duty as members of the University of Louisville community to foster an environment of inclusiveness. In this class, all are welcome - regardless of one's sexual orientation, gender identity, and/or gender expression. To build this environment, it is important that we address each other by our correct names and pronouns in order to show respect to our peers. Pronouns are very common parts of speech that we use to refer to one another. Because they are used so frequently, it is important to know a person's preferred pronouns, in much the same way that it is important to know their name.

Commonly used pronouns might include He/him/his, She/her/hers, They/them/their, Ze/Hir (Pronounced 'zee' and 'here'), fae/faer/faers, and many more!

Restroom Policy - You are not required to request permission to use an on-campus restroom. You may enter and leave a classroom as necessary. Please be respectful and minimize disruption to the rest of the class. A full list of all gender inclusive restrooms on campus can be found here: uofl.me/inclusivebathrooms Examples gathered by the University of Louisville LGBT Center.

Name Policy – You have the right to be addressed by your correct name in this course, no matter what name is printed on the class roster. Please feel free to communicate this to me directly. In addition, if the name you use is not currently, what is in Blackboard when you log in, I encourage you to officially update that information in our system. To access the name change option, go to ULink, scroll to “Personal Information” and click on “Preferred Name.” Change your first and/or middle name to your preference and click “Save.” Your preferred name will display on class and grade rosters, and in Blackboard. You can also have a new Cardinal Card issued with your preferred name for free. For more information on how to [update your name in U of L systems](#) visit or email lgbt@louisville.edu .

Hostile-free learning

To assure a safe learning environment and enhance academic freedom of expression, UofL requests that classroom settings and the course proceedings be harassment-free and non-discriminating on the basis of race, gender, religion, national origin, disability and all other pejorative stereotypes. We will not challenge each other on a personal level rather learn in good faith and honor, respect one another as adults, value our diversity and never demean each other by our critical comments.

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Anyone experiencing such behavior may obtain **confidential** support from the PEACC Program (502.852.2663), Counseling Center (502.852.6585), and Campus Health Services (502.852.6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (502.852.5787) or University of Louisville Police (502.852.6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not**

confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the [Sexual Misconduct Resource Guide](#) .

Consider the following:

There is a learner and instructor role reversal. I am more a facilitator, guide, coach, or resource than source of information. My job is to create an environment that guides you to acquire and apply the information yourself. You assume a great deal more responsibility for your own learning—interacting with academic opportunities provided, constructing and sharing information, managing your time, and using that time for critical thinking/reflection/application.

COURSE MODULES

1. Module 1:

- a. Class meets Monday May 9th from 5:30pm – 8:15pm
- b. Before Class Assignment
 - i. Complete the syllabus quiz
 - ii. Take the (race) Implicit Bias Test
<https://implicit.harvard.edu/implicit/takeatest.html>

2. Module 2:

- a. Class meets Thursday May 12th
- b. Readings:
 - i. (BB) Implicit Bias Module
 - ii. Ross – 3 Ways to Make A Biased Decision
 - iii. White Privilege: Unpacking...
 - iv. How (Un)ethical Are You?
 - v. Claude Steel – stereotype threat pp.
 1. 797 – 799
 2. 808 – 810
- c. Assignments Due before Class
 - i. Take another Implicit Bias Test (see blackboard)
 - ii. Print your results and bring them to class

3. Module 3:

- a. Class meets Monday May 16th
- b. Readings:
 - i. The New Jim Crow Ch.'s 1 – 3
 - ii. (BB) Rollins and Hilliard – A Call to Consciousness

4. Module 4:

- a. Class meets Thursday May 19th
 - i. Video (watch before class)

1. Realities of Diversity by Susan Gooden
 - a. Located in Blackboard under Module 4
- ii. Readings:
 1. Rice
 2. Gooden 3 & 8
 3. Spina

5. Module 5:

- a. Class meets Monday May 23rd
 - i. Readings:
 1. Colorblind Ch's 1 & 2

6. Module 6

- a. Class Meets Thursday May 26th
 - i. Gooden Ch. 11
 - ii. Cultural Competency Subject Areas
 1. Race
 - a. Gooden Ch. 1
 2. Gender
 - a. Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*. 43(6), 1241-1299. Retrieved from <https://www.jstor.org/stable/1229039>
 3. Hispanic
 - a. Alcoff, L. M. (2003). Latino/As, Asian Americans, and the Black-White Binary.
 - b. *The Journal of Ethics*. 7(1), 5-27. Retrieved from <https://www.jstor.org/stable/25115747>
 4. Sexual and Gender Orientation
 - a. Searcy v. Strange 2015
 5. Healthcare
 - a. Betancort et. al. (Blackboard)
 - b. Sue. Et. al. (Blackboard)
 6. Disasters
 - a. Stivers (2007) "So Poor So Black"
 7. Intersectionality
 - a. Collins (Blackboard)
 - b. Alcoff, L. M. (1998). What Should White People Do? *Hypatia*. 13(3), 6-26.
 - i. Retrieved from <https://www.jstor.org/stable/3810696>
 8. Education
 - a. Delpit
 - b. Ladson-Billings
 - c. Paris