



PA 3379-001
DIVERSITY IN THE PUBLIC SECTOR
Spring 2015
Monday and Wednesday: 1-2:15 p.m.
GR 3.606

Contact Information

Professor: Dr. Meghna Sabharwal
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Course Description

In this course we will focus on diversity beyond just race/ethnicity and gender, and examine dimensions of sexual orientation, religion, skill level, physical ability, communication styles, and multi-generations in the workplace. Understanding diversity and learning how to manage its complexity is, perhaps, among the most important challenges public administration schools are facing today. Students will examine the importance of multiple cultures in public organizations in work teams and discuss the challenges that come with multiculturalism. Social interactions that contribute to the understanding of difference groups in diverse settings are examined.

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. We will further examine positive steps that organizations can take to dismantle these barriers and measure their success.

Objectives

1. Understand the demographic changes in the U.S., examine multiple dimensions of diversity for one's self and in places of work.
2. Examine the importance of multiple cultures in public organizations in work teams; challenges that come with multiculturalism
3. Review, discuss, and understand the legalities that surround diversity (affirmative action, legal cases).
4. Critically evaluate the various dimensions of diversity (race and ethnicity, gender, religion, age, ability, sexual orientation, communication styles, personal appearances, and multi-generations in the workplace).
5. Review, discuss and evaluate the future of diversity initiatives.
6. Develop a sophisticated understanding of public sector research and theory related to diversity
7. To apply that knowledge to important real-world situations;

Readings

We will read a number of articles and book chapters related to the research on diversity in the public and nonprofit sector. The readings will include theoretical pieces, review papers, and empirical articles. Newspaper articles and research reports are also included. All articles will be posted on eLearning in pdf format. *You MUST read the assigned weekly readings.*

How to demonstrate what you learn

Each student should be prepared to participate in each class. Participation requires reading the material before class and being on time for class. Later sections of this syllabus identify the readings for each class meeting. Each student is expected to fully participate in chapter discussions and in-class exercises. In short, your absence will impact your participation grade. In addition, tardiness to class and early departure will also lead to reduced participation grades. If you know that you will not be able to attend class for personal or work related reasons, make sure you inform the professor in advance and submit your assignment. Personal and family circumstances can require class absence. Students should contact the professor about such absences before the class.

1) In-class presentation – 15 %

Prepare a 30-40 minute presentation on any of the topics outlined in the syllabus. **This is not an exercise in providing a summary of the readings**, but to use additional information from journal articles, books, newspaper articles, research reports, movies or cases, to communicate the most interesting things you have learnt from the readings. You must clearly discuss how the information matches the class readings.

Things to consider:

- “Tell” the class about the importance of the topic, what were the major themes? what would you challenge? and its implications for the public and the non-profit sector
- You can use visual aids, play video clips, PowerPoint, games...whatever that you can think of to impress the audience
- Time: about 45 minutes, make sure you leave 10-15 minutes for questions and discussion
- If you will use some materials (e.g. video clips) on the computer or other instruments, please come to the classroom early to set it up.

Please note the presentation should NOT be a presentation of the reading, but an interactive exercise that illustrates the theme of the week and guide a follow-up discussion through thoughtful questions. If you summarize the class readings you will receive no points

2) Self-Assessment (20%)

Due January 28th. Details of the assignment are on eLearning

3) Midterm Examination – 25%

An in-class midterm exam will be given on March 4th. The examination is designed to test the student’s ability to understand and critically evaluate the reading, lecture, and discussion materials covered during the semester. The exam will have 50 multiple choice questions. The instructor will give a choice to those students who might want to take an essay type test.

4) Field Assignment – 30% (read carefully)

Due April 29th. Details of the assignment are on eLearning. Five points are for the final presentation of your findings. Prepare a 10-15 minute presentation.

5) Class Participation (10%)

All class sessions will involve active discussion based on the readings, with an emphasis both on theoretical questions and practical implications. You should be prepared to share your ideas and to listen to and interpret the issues presented by others. Please carefully read the assigned readings before class sessions. Most participation will be voluntary; however, to insure that everyone has the opportunity to be involved, individuals will occasionally be called upon at my discretion. Keep in mind that your goal should be to contribute high quality, rather than high quantity, discussion comments and questions. Missing any class will result in a one point loss. Note that just attending a class will not automatically give you a point – you have to make sure you actively participate as well.

Note: **LATE ASSIGNMENTS WILL NOT BE ACCEPTED** except under exceptional documented circumstances at the sole discretion of the instructor. Students who miss class are responsible for all announcements, class discussions, and changes made to the course outline during class meetings. Assignments are due at the start of the class session on their due date. Assignments may be submitted via email (attached file) or fax by prior arrangement with the instructor if the student will not be able to attend class.

Grading

- In-Class Presentation – 15%
- Self Assessment Exercise – 20%
- In-Class Midterm Examination – 25%
- Field Assignment – 30%
- Class Participation -10%

A = 94-100	B = 83-86	C = 73-76
A- = 90-93	B = 80-82	C- = 70-72
B+ = 87-89	C+ = 77-79	F = <70

UTD Policy on Cheating

Policy on Cheating: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.

A very useful statement on plagiarism (with good definitions, etc.) is available at <http://www.rbs2.com/plag.htm>

ADDITIONAL UNIVERSITY DISCLAIMERS

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

Detailed Course Schedule

Week 1: January 12 and 14

Course and Class Introductions

Week 2: January 21

Diversity in the Workforce

- Chapter 1 Riccucci
- Zachary, P. (2003). The Identity toolbox. In *The Diversity Advantage: Multicultural Identity in the New World Economy*.
- Thomas, K., Mack, D., and Montagliani, A. (2003). The Arguments Against Diversity: Are they Valid. In *The Psychology and Management of Workplace Diversity*. Edited by Stockdale, M. and Crosby, F.

Note: January 19th is MLK Day – NO CLASS

Week 3: January 26 and 28

Diversity and Culture

- The multiple dimensions of Diversity and Culture – (Mitchelle Rice – Chapter 1)
- Bell & Hartmann (2007). Diversity in Everyday Discourse: The Cultural Ambiguities and Consequences of "Happy Talk". *American Sociological Review*.
- Trefry (2006). A Double-Edged Sword: Organizational Culture in Multicultural Organizations. *International Journal of Management*
- **Assignment 1 – due Jan 28**
- **In-class Presentations – Jan 28**

Week 4: February 2 and 4

Ethnic and Racial Diversity

- Color of Fear: <https://www.youtube.com/watch?v=4SVGwlmBtcs>
- Chapter 4 Riccucci
- Stivers, Camilla. "So Poor and So Black": Hurricane Katrina, Public Administration, and the Issue of Race." *Public Administration Review* 67, no. s1 (2007): 48-56.
- The Biology of Race in the Absence of Biological Races: <http://www.youtube.com/watch?v=cIm9WPRWUDQ>
- **In-class Presentation – Feb 4**

Week 5: February 9 and 11 (ONLINE CLASS)

Legal Dimension of Diversity

- Riccucci, Norma. "Affirmative Action and Equal Employment Opportunity." In *Managing diversity in public sector workforces*. Westview Press, 2002.
- Understanding Affirmative Action – J. Edward Kellough (Chapters 4 and 7)
- Myths about Affirmative Action: <http://www.understandingprejudice.org/readroom/articles/affirm.htm>

Week 6: February 16 and 18

Gender Diversity

- Hutchinson, Janet. "Feminist Theories and Their Application to Public Administration." In *Women in Public Administration: Theory and Practice*. Maria J. D'Agostino and Helisse Levine, Editors, Sudbury, MA: Jones & Bartlett Learning, 2010.
- Kloby, Kathryn. "In Their Own Words: Profiling Women Strategic Managers in Award-Winning Programs." In *Women in Public Administration: Theory and Practice*. Maria J. D'Agostino and Helisse Levine, Editors, Sudbury, MA: Jones & Bartlett Learning, 2010.

- Guy, Mary. "In Search of Middle Ground: Preachy, Screechy, and Angry Versus Soft, Sweet, and Compliant." In *Women in Public Administration: Theory and Practice*. Maria J. D'Agostino and Helisse Levine, Editors, Sudbury, MA: Jones & Bartlett Learning, 2010.
- **In-class Presentations – Feb 18**

Week 7: Feb 23 and 25

Multigenerations in the Workforce (Age)

- Twenge, Jean M. "A review of the empirical evidence on generational differences in work attitudes." *Journal of Business and Psychology* 25, no. 2 (2010): 201-210.
- Roxanne Helm Stevens (2010). *Managing Human Capital: How to Use Knowledge Management to Transfer Knowledge in Today's Multi-Generational Workforce*. International Business Research
- Southard, Glenn, and Jim Lewis. "Building a workplace that recognizes generational diversity." *Public Management* 86, no. 3 (2004): 8-13.
- **In-class Presentation – Feb 25**

Week 8: March 2 and 4

Ability Differences

- Slack (2000). *Zones of Indifference and the American Workplace: The Case of Persons with HIV/AIDS*. *Public Administration Quarterly*
- McCary. 2005. "The Disability Twist in Diversity: Best Practices for Integrating People with Disabilities into the Workforce." *Diversity Factor* 13(3): 16-22.
- Bias, Discrimination, and Obesity by Rebecca Puhl and Kelly D. Brownell
- Hiring workers with autism not altruistic, it's just good business
<http://medcitynews.com/2013/06/hiring-workers-with-autism-not-altruistic-its-just-good-business/>
- **Midterm March 4**

Week 9: March 9 and 11

- **March 9th – No class (ASPA Conference)**
- **March 11 – Presentation on Ability differences**

Week 10: March 16 and 18 – NO CLASS SPRING BREAK

Week 11: March 23 and 25

Sexual Identity and Orientation

- Single Dad and Gay: <http://video.pbs.org/video/2210380942>

- Lewis, G. B. (1997). Lifting the ban on gays in the civil service: Federal policy toward gay and lesbian employees since the cold war. *Public Administration Review*, 57(5), pp. 387-395.
- Colvin & Riccucci (2002). Employment Nondiscrimination Policies: Assessing Implementation and Measuring Effectiveness. *International Journal of Public*
- Colvin, Roddrick. "The extent of sexual orientation discrimination in Topeka, KS." *New York, NY: National Gay and Lesbian Task Force Policy Institute* (2004). Available online http://www.thetaskforce.org/static_html/downloads/reports/reports/TopekaDiscrimination.pdf
- **In-class Presentation – April 1**

Week 13: April 6 and 8 (ONLINE CLASS)

Other Dimensions of Diversity

- Susan Cain. The power of Introverts. TED Videos: http://www.ted.com/talks/susan_cain_the_power_of_introverts.html
- Berman and Berman (2012). Communication. In *People Skills at Work*. Taylor and Francis. Boca Raton: FL.
- Matveev & Nelson (2004). Cross Cultural Communication Competence and Multicultural Team Performance. *International Journal of Cross Cultural Management*

Week 14: April 13 and 15

Creating an Inclusive Workplace

- Barak, Michelle E Mor. "The Inclusive Workplace: Inclusion Through Diversity Within the Work Organization." In *Managing Diversity*. Sage Publication. 2011
- Sabharwal, Meghna. 2014. "Moving beyond diversity management: Organizational inclusion to further performance." *Public Personnel Management* 43(2) 197-217.
- Davidson, Martin N., and Bernardo M. Ferdman. "Inclusion: What can I and my organization do about it?." *The Industrial-Organizational Psychologist* 39.4 (2002): 80-85. Available online: http://www.siop.org/tip/backissues/TIPApr02/pdf/394_080to085.pdf
- **In-class Presentations – April 15**

Week 15: April 20 and 22 – Final Presentations

The Future of Diversity Initiatives

- Sabharwal, Meghna, Imane Hijal-Mograbhi, and Marcene Royster. 2014. "Preparing Future Public Servants: Role of Diversity in Public Administration." *Public Administration Quarterly* 38(2).
- Riccucci, N. M. (2009). The pursuit of social equity in the federal government: A road less traveled? *Public Administration Review*, 69(3), pp. 373-382.

- Laura Sabattini and Faye Crosby. (2008). Overcoming Resistance: Structures and Attitudes. In *Diversity Resistance in Organizations* Edited by Kecia M. Thomas.
- **In-class Presentation – April 22**

Week 16: April 27 and 29 – Final Presentations

Final Field Assignment due April 29th

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.