



**PA/SOC 3379-001**  
**DIVERSITY IN THE PUBLIC SECTOR**  
**Spring 2017**  
**Tuesday and Thursday: 11:30am-12:45pm**  
**SLC 2.203**

**Contact Information**

Instructor: Ariel Arguelles, MS  
Office Hours: By Appointment Only  
Office Location: GR 2.512  
E-mail: [Ariel.Arguelles@utdallas.edu](mailto:Ariel.Arguelles@utdallas.edu)

**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 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. 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 and the challenges that come with multiculturalism
3. Review, discuss, and understand the legalities that surround diversity (affirmative action, legal cases, etc.).
4. Critically evaluate the various dimensions of diversity (race and ethnicity, gender, religion, age, ability, sexual orientation, communication styles, personal appearance, 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;

### **Statement of Inclusion**

As stated previously, the purpose of this course is to introduce the complex dimensions of diversity and the challenges that may arise in an increasingly changing world. Our classroom will stand as a confidential and inclusive space for everyone who is present. In this course, you may feel uncomfortable or disagree with some of the opinions and viewpoints that are expressed. You may find that you have a similar perspective and/or shared experiences. Regardless, it is imperative that we maintain an attitude of respect, civility, and a willingness to listen for differences in opinion and belief. You may (and likely will) disagree but in this classroom, we will not become disagreeable.

Disorderly conduct, physical and/or verbal abuse, threats, intimidation, harassment and coercion will **not** be tolerated and will be subject to disciplinary action in accordance with the Student Standards of Conduct (<http://policy.utdallas.edu/pdf/utdsp5003>).

### **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. Unless otherwise noted, all readings/articles will be posted on eLearning. **You MUST read ALL the assigned weekly readings.**

**Required:** Riccuci, Norma. 2002. *Managing Diversity in the Public Sector*. Boulder, CO: Westview Press.

**Suggested:** Schweder, Richard A, Martha Minow, and Hazel Rose Markus, Editors. 2002. *Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies*. New York, NY: Russell Sage Foundation {All required readings from this text will be made available on Electronic Course Reserves, noted **ECR** below }

### **How to demonstrate what you learn**

Each student should be prepared to participate fully in each class. Participation requires reading the material before class and being on time. Repeated tardiness and early departures from class will 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 me in advance and submit any assignments due.

#### **1) In-class presentation – 15%**

Students will be divided into randomly-assigned groups of 3-4 and prepare a 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 and weekly topic.

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 you can think of to impress the audience.
- Each presentation should be no longer than 40 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 guides a follow-up discussion through thoughtful questions. If you or any member of your group chooses to summarize the class readings, you will receive no points**

## **2) Self-Assessment (20%)**

Due February 2<sup>nd</sup>. Details of the assignment can be found on eLearning and will be discussed in class.

## **3) Midterm Examination – (15%)**

An in-class short-answer midterm exam will be given on March 9<sup>th</sup>. 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. Details of the exam will be discussed in class.

## **4) Field Assignment – (30%)**

Due April 25<sup>th</sup>. Details of the assignment can be found on eLearning.

## **5) Class Participation (20%)**

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 as well as listen to and interpret the issues presented by others. Most participation will be voluntary; to ensure that everyone has the opportunity to be involved, individuals will occasionally be called upon at my discretion. Merely attending class will not automatically give you credit – you must *actively* participate as well; your goal should be to contribute high quality, rather than high quantity, discussion comments and questions.

Class participation also means that you are fully present in class, **without** the use of cell phones, laptops etc. Cell phones and other electronic devices should be on silent and put away except when used in reference to a reading. Texting, social media, and other distracting technological usage in class will result in a reduction of your participation points.

To complement your active engagement in class, there will **five** summary reflections due by the last day of class. These short summaries (500 words max) are to reflect your thoughts following any of the weekly discussions and can be turned in to me at any point throughout the semester. These reflections are an **integral** component of your participation grade; failure to submit reflections by the deadline will result in a grade deduction.

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.

### **Grading**

In-Class Group Presentation – 15%  
Self-Assessment Paper – 20%  
In-Class Midterm Examination – 15%  
Field Assignment – 30%  
Class Participation (Discussion + 5 Reflections) – 20%

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.

### **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 10 and 12**

##### **Course and Class Introductions**

###### **Tuesday:**

- Syllabus Overview
- Class Introductions

###### **Thursday:**

- Zachary, P. (2003). The Identity toolbox. In *The Diversity Advantage: Multicultural Identity in the New World Economy*.

#### **Week 2: January 17 and 19**

##### **Diversity in the Workforce**

###### **Tuesday:**

- **Riccuci**: Chapter 1
- **Shweder** Chapter 1 (**ECR**: Suarez-Orozco, M. "Everything You Wanted to Know About Assimilation but Were Afraid to Ask")
- 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 Crossby, F.

###### **Thursday:**

- Rice, M.F. (2010). "The Multiple Dimensions of Diversity and Culture." Taken from *Diversity and Public Administration Theory, Issues, and Perspectives*.
- 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*

#### **Week 3: January 24 and 26**

##### **Cultural and Religious Diversity**

###### **Tuesday:**

- **Shweder** Chapter 10 (**ECR**: Renteln, A.D. "In Defense of Culture in the Courtroom")
- Houston, D.J., Freeman, P.K., and Feldman, D.L. (2008). "How Naked is the Public Square? Religion, Public Service, and Implications for Public Administration." *Public Administration Review*
- Brown, S.P. (2007). "Leaving the Spiritual Sphere Religious Expression in the Public Workplace." *Journal of Church and State*

**Thursday:**

- **In-class Presentations BEGIN – Group #1 (Cultural & Religious Diversity)**

**Week 4: January 31 and February 2**

**Ethnic and Racial Diversity**

**Tuesday:**

- **Riccucci Chapter 4**
- Stivers, Camilla. (2007). "So Poor and So Black": Hurricane Katrina, Public Administration, and the Issue of Race." *Public Administration Review* 67, no. s1: 48-56.
- Hwang, W. C., & Goto, S. (2009). The impact of perceived racial discrimination on the mental health of Asian American and Latino college students.
- Demby, G. (2016). "When Swinton and Cho Talk Race, the Point's Lost in Translation." *NPR*, <http://www.npr.org/sections/codeswitch/2016/12/21/506347676/when-swinton-and-cho-talk-race-the-points-lost-in-translation>.

**Thursday:**

- **Group Presentation #2 (Ethnic and Racial Diversity)**
- **SELF-ASSESSMENT DUE**

**Week 5: February 7 and 9**

**Legal Dimension of Diversity**

**Tuesday:**

- **Riccucci Chapter 2**
- Kellough, E.J. Chapters 4 and 7
- Myths about Affirmative Action:  
<http://www.understandingprejudice.org/readroom/articles/affirm.htm>

**Thursday:**

- **Group Presentation #3 (Legal Dimensions of Diversity)**

**Week 6: February 14 and 16**

**Gender Diversity**

**Tuesday:**

- **Riccucci Chapter 5**
- Sabarwal, M. (2013). "From Glass Ceiling to Glass Cliff: Women in Senior Executive Service." *Journal of Public Administration Research and Theory*
- Sandberg, S. and Grant, A. "Madam CEO, Get Me a Coffee." *The New York Times*
- CBS News. (2016). "'The Future of Men' explores evolving gender roles."  
<http://www.cbsnews.com/news/the-future-of-men-jack-myers-traditional-gender-roles-new-world-jodi-kantor/>.

**Thursday:**

- **Group Presentation #4 (Gender Diversity)**

#### **Week 7: February 21 and 23**

##### **Gender Identity and Sexual Orientation**

###### **Tuesday**

- **Riccucci** Chapter 8
- 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.
- Scelfo, J. (2015). "A University Recognizes a Third Gender: Neutral." *The New York Times*
- EEOC Laws about Discrimination in Federal Government Employment Based on Marital Status, Political Affiliation, Status as a Parent, Sexual Orientation, and Gender Identity: <https://www.eeoc.gov/federal/otherprotections.cfm>.

###### **Thursday**

- **Group Presentation #5 (Gender Identity & Sexual Orientation)**

#### **Week 8: February 28 and March 2**

##### **Ability Differences**

###### **Tuesday:**

- **Riccucci** Chapter 7
- Slack (2001). Zones of Indifference and the American Workplace: The Case of Persons with HIV/AIDS. *Public Administration Quarterly*
- Miller, P.S. (2005). "Developing Diversity and Equal Opportunity: Why the Disability Perspective Matters." *Modern Language Association*
- Joffe-Walt, C. (2013). "Unfit for Work: The startling rise of disability in America." *NPR*. <http://apps.npr.org/unfit-for-work/>.
- Silberner, J. (2016). "A Man on a Mission Give a True Count of the Toll of Mental Illness." *NPR*, <http://www.npr.org/sections/goatsandsoda/2016/02/19/467217069/a-man-on-a-mission-give-a-true-count-of-the-toll-of-mental-illness>.

###### **Thursday:**

- **Group Presentation #6 (Ability Differences)**

#### **Week 9: March 7 and 9**

##### **Multi-Generations in the Workforce (Ageism)**

###### **Tuesday:**

- **Riccucci** Chapter 6
- Gibson, J.W., Greenwood, R.A., and Murphy Jr., E.F. (2009). "Generational Differences in the Workplace: Personal Values, Behaviors, and Popular Beliefs." *Journal of Diversity Management*

- Stevens, R.H. (2010). Managing Human Capital: How to Use Knowledge Management to Transfer Knowledge in Today's Multi-Generational Workforce. International Business Research
- Reaney, P. (2015). "Age-ism in U.S. Workforce: A Persistent Problem Unlikely to Go Away." *Reuters*, <http://www.reuters.com/article/us-employment-discrimination-age-idUSKCN0SD1Z720151019>.

**Thursday:**

- **MIDTERM EXAMINATION**

**Week 10: March 14 and 16 – SPRING BREAK**

**NO CLASS**

**Week 11: March 21 and 23**

**Tuesday**

- No Class (ASPA Conference)

**Thursday**

- Group Presentation #7 (Multi-Generations in the Workforce)

**Week 12: March 28 and 30**

**Diversity in Leadership**

**Tuesday**

- Chin, J.L. (2010). "Introduction to the Special Issue on Diversity and Leadership."
- Eagly, A.H. and Chin, J.L. (2010). "Diversity and Leadership in a Changing World."
- Johnson, S.K. and Hekman, David R. (2016). "Women and Minorities are Penalized for Promoting Diversity." *Harvard Business Review*,

**Thursday**

- Group Presentation #8 (Diversity in Leadership)

**Week 13: April 4 and 6**

**Other Dimensions of Diversity**

**Tuesday:**

- Shweder Chapter 20 (ECR: Kim, H.S. and Markus, H.R. "Freedom of Speech and Freedom of Silence: An Analysis of Talking as a Cultural Practice")
- Berman and Berman, communication chapter
- Morgan, B. (2015). "How an Introvert Can Thrive in an Extroverted World." *Forbes*, <http://www.forbes.com/sites/blakemorgan/2015/05/11/how-an-introvert-can-thrive-in-an-extrovert-workplace/#3b4d1862691c>.

**Thursday:**

- Group Presentation #9 (Other Dimensions)



**Week 14: April 11 and 13**

**Creating an Inclusive Workplace**

**Tuesday:**

- **Shweder** Chapter 21 (**ECR:** Markus, Steele & Steele. “Color Blindness as a Barrier to Inclusion: Assimilation and Nonimmigrant Minorities”
- 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.

**Thursday:**

- **Group Presentation #10 (Inclusivity)**

**Week 15: April 18 and 20**

**The Future of Diversity Initiatives**

**Tuesday:**

- **Riccucci** Chapter 9
- 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.

**Thursday:**

- Holmes, A. (2015). “Has ‘Diversity’ lost its meaning?” *The New York Times*, [http://www.nytimes.com/2015/11/01/magazine/has-diversity-lost-its-meaning.html?\\_r=0](http://www.nytimes.com/2015/11/01/magazine/has-diversity-lost-its-meaning.html?_r=0).

**Week 16: April 25**

**Tuesday:**

- **FIELD ASSIGNMENT DUE**

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