Diversity in the Public Sector

PA 3379-001
DIVERSITY IN THE PUBLIC SECTOR
Spring 2014
Tuesdays and Thursdays: 1-2:15 p.m.
GR 4.301

Contact Information

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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.
Textbook

Managing Diversity In Public Sector Workforces by Norma M. Riccucci (hereafter referred to as Riccucci).


Additionally journal articles and book chapters are include as required readings. All readings are available on eLearning.

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 – 10 %

Prepare a 30 minute presentation on any of the topics outlined in the syllabus. This is not an exercise in providing a detailed summary of the readings, but to use movies, TV programs, video clips, role play, stories, cases, or games to communicate the most interesting things you have learnt from the readings. You must clearly discuss how the movies, programs, clips, or stories match the class readings or the theories. Have fun with the topic!

Things to consider:

- “Tell” the class what you like (agree) most and what you dislike (disagree) most about the ideas in the reading material
- You can use visual aids, play video clips, design PowerPoint slides, jokes, games…whatever that you can think of to impress the audience
- Time: about 30 minutes, make sure you leave 10-15 minutes for questions.
- 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.
2) Self-Assessment (20%)

Due January 30, 2014. Details of the assignment are on eLearning

3) Religion Exercise (15%)

Due April 3, 2014. Details of the exercise are on eLearning

4) Midterm Examination – 20%

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 be a series of short questions and multiple choice questions that are based on in-class discussions and readings.

5) Diversity Journal - 15%

You are required to write a 2 page reaction to any 5 of the assigned readings. Please keep in mind that it is not an exercise in summarizing the readings. Students should provide a critique of the material and connect it to their personal experiences. The journal is due at the end of the semester.

6) Book Review and Presentation – 20%

Choose any book on the topic of diversity and write a 4 page book review. You will present the book reviews in class towards the end of the semester. Students must submit their book title for approval by February 6.

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 – 10%
Self Assessment Exercise – 20%
Religion Exercise – 15%
In-Class Midterm Examination – 20%
Diversity Journal – 15%
Book Review – 20% (15 points written and 5 points for presentation)

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 14 and 16
Course and Class Introductions

Week 2: January 21 and 23

Diversity in the Workforce

- Chapter 1 Riccucci

Week 3: January 28 and 30

- Chapter 3 Riccucci
- The multiple dimensions of Diversity and Culture – (Mitchelle Rice – Chapter 1)

• Assignment 1 – due Jan 30

Week 4: February 4 and 6

Legal Dimension of Diversity

• Chapter 2 Riccucci
• Understanding Affirmative Action – J. Edward Kellough (Chapters 4 and 7)
• Myths about Affirmative Action: http://www.understandingprejudice.org/readroom/articles/affirm.htm
• Submit book title for approval

Week 5: February 11 and 13

Ethnic and Racial Diversity

• Color of Fear: https://www.youtube.com/watch?v=4SVGwlmBtcs
• Chapter 4 Riccucci
• The Biology of Race in the Absence of Biological Races: http://www.youtube.com/watch?v=cIm9WPRWUDQ

Week 6: February 18 and 20

Gender Diversity

• Chapter 5 Riccucci

Week 7: Feb 25 and 27

Multigenerations in the Workforce

• Chapter 6 Riccucci
• Winning the Generation Game: The Economist
• Millennials turn up heat against low wages
Week 8: March 4, 6 and 20

- Midterm March 4
- March 6th and 20th– Age and Ability Differences
- Chapter 7 Riccucci
- Slack (2000). Zones of Indifference and the American Workplace: The Case of Persons with HIV/AIDS. *Public Administration Quarterly*
- Bias, Discrimination, and Obesity by Rebecca Puhl and Kelly D. Brownell

March 10-15 – Spring Break

Week 9: March 18 and 20

- 18 - No Class – ASPA Conference
- March 20 – Age and Ability Differences continued

Week 10: March 25 and 27

**Sexual Identity and Orientation**

- Chapter 8 Riccucci
- Crisis in South Africa: The shocking practice of ’corrective rape’ - aimed at 'curing' lesbians

Week 11: April 1 and 3

**Religious Differences**


Hindus propose building ‘monkey god’ statue on grounds of Oklahoma's state capitol

Assignment 2 due April 3

Week 12: April 8 and 10

Other Dimensions of Diversity

- Susan Cain. The power of Introverts. TED Videos:
  [http://www.ted.com/talks/susan_cain_the_power_of_introverts.html](http://www.ted.com/talks/susan_cain_the_power_of_introverts.html)
- When teachers favor attractive kids
- Immigrants have enriched American culture and enhanced our influence in the world

Week 13: April 15 and 17

The Future of Diversity Initiatives

- Chapter 9 Ricucci

Week 14: April 22 and 24 – Final Presentations

Week 15: April 29 and May 1 – Final Presentations

Final Book Reviews and Diversity Journals due May 1

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