CONTACT INFORMATION
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Note: Per the School of Public Administration (SPA), you will be required to use your UNM email account for all electronic communications. Please include your full name and Banner ID number. Also, all SPA correspondence with students will be sent to UNM email accounts only.

COURSE DESCRIPTION
Yellow, brown, black, white. Male, female. Muslim, Christian, Jew. Inner city, suburban, rural. Young, old. Native-born, foreign born. Democrat, Republican. All ways of categorizing the “self” and “other” produce stereotypes, social distance, and assumptions that may or may not be accurate. Whether like it or not, diversity is here to stay and managers must be cognizant of its effects in the workplace. Much like democracy, diversity is a process, not an end, and it requires vigilance.

This course will examine the difference that “otherness” makes in the workplace from the worker’s perspective as well as from the manager’s. We will explore levels of complexity related to being an “other” through interviews, discussions, readings, debates, and introspection. Organizational dynamics that result from “differentness” will be explored. Managerial strategies will be discussed.

COURSE OBJECTIVES
1. Analyze and assess the relevance of diversity within public administration
2. Evaluate the factors that inhibit, prohibit, or enable a diverse public workforce
3. Summarize and compare supporting and opposing views concerning diversity
4. Develop familiarity with diversity research
5. Develop and express critical thinking skills

TEXTBOOKS AND OTHER MATERIALS

Note: Additional readings will be posted on UNM Learn (https://learn.unm.edu/).
GRADING
Grades will be based on the following:

- Class participation: 20%
- Comment papers: 20%
- Midterm exam: 30%
- Final project: 30%

Letter grades will be assigned according to the following point totals:

- A+ 97 and above, A 93-96, A- 90-92
- B+ 87-89, B 83-86, B- 80-82
- C+ 77-79, C 73-76, C- 70-72
- D+ 67-69, D 63-66, D- 60-62
- F 59 points and below

COURSE REQUIREMENTS

Class Participation
This part of the grade will be determined by the quality and depth of your contribution to class discussion. Your participation in class discussions will help you clarify the readings and achieve a richer understanding of the subject matter. Please understand that your contribution has a bearing on the value of the course, both to yourself and to your classmates. For this reason, your active, informed participation is rewarded with points toward your final grade. After each course session, you are required to self-evaluate your participation with 3 levels: 2 points = contributes to the discussion by incorporating points in the assigned readings and provides thoughtful comments; 1 point = fails to substantively contribute to the discussion; 0=absent and no contribution to the discussion at all. The instructor reserves the right to change or alter exaggerated self-assessments.

Please also note that you are expected to attend all course sessions on the scheduled time. Excessive lateness will be penalized.

Comment Papers
Weekly Comments are brief papers, a page or so in length (single-spaced), in which you provide thoughtful comments about the week’s readings. Class discussion will be based, in part, on these. You will receive credit (2 points per paper) for well-crafted, thoughtful analysis that demonstrates your comprehension of the material. Comments should reflect all of the required reading each week.

Midterm Exam
The Midterm will consist of essay-type questions that will require you to apply the knowledge you’ve learned through your involvement in the course.

Final Project
You can work individually or in teams of 2 or 3 for this assignment (only one paper is needed if working in a team). Select someone who is actively working for a government or nonprofit agency. This person should be different from the majority of workers who hold a similar position. (“Different” pertains to gender, race, ethnicity, sexuality, age, physical ability, or religion). The
longer your subject’s career, the richer your interview will be. Before you hold the interview, make sure you have done your background work and gathered enough information to be able to frame thoughtful questions.

**How to conduct the interview?**
Introduce yourself and explain your assignment. Ask if the person is willing to grant you an interview. Be on time for your appointment. Jot down questions ahead of time to help your interview stay on track. Focus your questions on the person’s perspective of how s/he fits into the workplace milieu. How does s/he experience and articulate “differentness”? What insights can your interviewee offer about the challenges and opportunities afforded by diversity in the workplace?

Ask open-ended questions and then listen attentively to the answers. Ensure note taking does not detract from your ability to be present during the interview. Immediately following the interview, summarize and notate as much of the interview as possible and capture quotes as accurately as you can. These private notes will help you as you reconstruct the interview, sort out the key elements of the interview, and make sense of who this person is and how s/he experiences the workplace milieu.

**What to include in written biography?**
The written biography is to be a formal paper that blends facts from your course readings with insights gleaned from your interview. Include in your written paper an analysis of how closely your readings coincide with the lived experience of the person you interview. Close your paper by describing what you have learned about “the difference that differentness makes” in the workplace.

The written report should be about 8-10 pages, typed, double spaced, 12 point type, with one inch margins.

**Note:** All written assignments must be crafted according to the Sixth edition of the *APA Style Manual*.

**ACADEMIC INTEGRITY**
The importance of academic integrity can never be over-emphasized in any course. This course is no exception. Students should maintain the highest standards of academic integrity throughout the course. Academic dishonesty includes, but is not limited to, plagiarism, cheating in exams or assignments, etc. For the code of academic misconducts, please refer to the Dean of Students Office website (http://www.unm.edu/~doso/ja_codeofconduct.html).

**DISABILITY STATEMENT**
UNM makes every effort to accommodate students with disabilities. The Accessibility Services is dedicated to helping accommodate students with disabilities or special needs. It can be reached at (505) 277-3506. Students who have a disability or special need should also contact the instructor to make special arrangements in order to meet course requirements.
1/25: Course Introduction

2/1: Demystifying Individual Differences
Read: Powell, Chapters 1, 2, & 3; plus the following:
- Hofstede G., Hofstede, G. J., & Minkov, M. *Cultures and Organizations: Software of the Mind* (Part I only).

2/8: What is Workforce Diversity? Is It Good or Bad? Why or Why Not?
Read:

2/15: Active Representation: A Way of Achieving Social Equity in Public Administration?
Read:
- Broadnax, Chapters 1, 2, & 3

Read:
- Broadnax, Chapters 8, 9, & 10

3/1: The Gender Divide in the Public Sector: When Will It Go Away? Will It?
Read: Broadnax, Chapter 14; Powell, Chapters 4, 5, & 6; plus the following:

3/8: Making a Female-Friendly Workplace: The Ongoing Challenge
Read: Powell Chapters 7 & 8; plus the following:

3/15: Midterm

3/22: Spring Break (No Class)

3/29: Race and Ethnicity within Contemporary Public Administration
Read: Broadnax, Chapters 11, 12, & 13; plus the following:
4/5: Age within Contemporary Public Administration
Read: Broadnax, 18, 20; plus the following:

4/12: Physical Ability within Contemporary Public Administration
Read: Broadnax, 19; plus the following:

4/19: Religion within Contemporary Public Administration
Read:

4/26: Sexuality within Contemporary Public Administration

Read:


5/3: Diversity and Intersectionality

Read: Powell, Chapter 9; plus the following:


5/10: Student Presentations

• Final Project Due

*** The Instructor reserves the right to modify the contents of this syllabus. ***