



PADM526 Diversity in the Public Sector

Spring 2014

9:00am – 11:30am Saturdays

DSH 134

CONTACT INFORMATION

Professor Chih-Wei Hsieh

Office: Social Sciences Building #3010

Office Phone: 505-277-1797

Office Hours: Monday noon to 3:00pm or by appointment

E-Mail: chsieh@unm.edu

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

1. Broadnax, Walter (ed.). 2000. *Diversity and Affirmative Action in Public Service*. Westview Press.
2. Powell, Gary N. 2003. *Women and Men in Management* (4th Ed.). Sage.

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.

COURSE OUTLINE

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:

- Choi, S. (2009). Diversity in the US federal government: Diversity management and employee turnover in federal agencies. *Journal of Public Administration Research and Theory, 19*(3), 603-630.
- Groeneveld, S. and Van de Walle, S. (2010). A contingency approach to representative bureaucracy: Power, equal opportunities and diversity. *International Review of Administrative Sciences, 76*(2), 239-258
- Hur, Y. (2013). Racial diversity, is it a blessing to an organization? Examining its organizational consequences in municipal police departments. *International Review of Administrative Sciences, 79*(1), 149-164
- Park, S. (2013). Does gender matter? The effect of gender representation of public bureaucracy on governmental performance. *The American Review of Public Administration, 43*(2), 221-242.
- Pitts, D. & Jarry, E. (2007). Ethnic diversity and organizational performance: Assessing diversity effects at the managerial and street levels. *International Public Management Journal, 10*(2), 233-254
- Pitts, D. (2009). Diversity management, job satisfaction, and performance: Evidence from U.S. federal agencies. *Public Administration Review, 69*(2), 328–338.

2/15: Active Representation: A Way of Achieving Social Equity in Public Administration?

Read:

- Broadnax, Chapters 1, 2, & 3
- Bradbury, M. D. & Kellough, J. E. (2008). Representative bureaucracy: Exploring the potential for active representation in local government. *Journal of Public Administration Research and Theory, 18*(4), 697-714.
- Saidel, J. R. & Loscocco, K. (2005). Agency leaders, gendered institutions, and representative bureaucracy. *Public Administration Review, 65*(2), 158-170.
- Sowa, J. E. & Selden, S. C. (2003). Administrative discretion and active representation: An expansion of the theory of representative bureaucracy. *Public Administration Review, 63*(6), 700-710.
- Wilkins, V. M. & Williams, B. N. (2008). Black or blue: Racial profiling and representative bureaucracy. *Public Administration Review, 68*(4), 654-664.

2/22: Affirmative Action: How Much Influence Does It Have on Public Employment?

Read:

- Broadnax, Chapters 8, 9, & 10

- Guy, M. E. (1997). Counterpoint: By thine own voice, shall thou be known. *Public Productivity & Management Review*, 20(3), 237-242.
- Jeffrey, C. F. (1997). Point: Rethinking affirmative action. *Public Productivity & Management Review*, 20(3), 228-236.
- Naylor, L. A. & Rosenbloom, D. H. (2004). Adarand, Grutter, and Gratz: Does affirmative action in federal employment matter? *Review of Public Personnel Administration*, 24(2), 150-174.

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:

- Connell, R. (2006). Glass ceilings or gendered institutions? Mapping the gender regimes of public sector worksites. *Public Administration Review*, 66(6), 837-849.
- Dolan, J. (2004). Gender equity: Illusion or reality for women in the Federal Executive Service? *Public Administration Review*, 64(3), 299-308.
- Kerr, B., Miller, W. & Reid, M. (2002). Sex-based occupational segregation in U.S. state bureaucracies, 1987-1997. *Public Administration Review*, 62(4), 412-423.
- Sneed, B. G. (2007). Glass walls in state bureaucracies: Examining the difference departmental function can make. *Public Administration Review*, 67(5), 880-891.

3/8: Making a Female-Friendly Workplace: The Ongoing Challenge

Read: Powell Chapters 7 & 8; plus the following:

- Berman, E. M., West, J. P. & Richter M. N. (2002). Workplace relations: Friendship patterns and consequences (according to managers). *Public Administration Review*, 62(2), 217-230.
- Jackson, R. A. & Newman, M. A. (2004). Sexual harassment in the federal workplace revisited: Influences on sexual harassment by gender. *Public Administration Review*, 64(6), 705-717.
- Reese, L. A. & Lindenberg, K. E. (2005). Gender, age, and sexual harassment. *Review of Public Personnel Administration*, 25(4), 325-352.
- Wadsworth, L. L. & Owens, B. P. (2007). The effects of social support on work-family enhancement and work-family conflict in the public sector. *Public Administration Review*, 67(1), 75-87

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:

- Charles, J. (2003). Diversity management: An exploratory assessment of minority group representation in state government. *Public Personnel Management*, 32(4), 561-577.
- Ortiz, J. (2002). Tribal governance and public administration. *Administration & Society*, 34(5), 459-481.
- Sisneros, A. (1992). Hispanics in the Senior Executive Service: Continuity and change in the decade 1980-1990. *Review of Public Personnel Administration*, 12(2), 5-25.

4/5: Age within Contemporary Public Administration

Read: Broadnax, 18, 20; plus the following:

- Crumpacker, M. & Crumpacker, J. M. (2007). Succession planning and generational stereotypes: Should HR consider age-based values and attitudes a relevant factor or a passing fad? *Public Personnel Management*, 36(4), 349-369.
- Czaja, S. J. (1995). Aging and work performance. *Review of Public Personnel Administration*, 15(2), 46-61.
- Elliott, R. H. (1995). Human resource management's role in the future aging of the workforce. *Review of Public Personnel Administration*, 15(2), 5-17.
- Pynes, J. E. (1995). The ADEA and its exemptions on the mandatory retirement provisions for firefighters. *Review of Public Personnel Administration*, 15(2), 34-45.
- Yang, Seung-Bum, & Guy, M. E. (2006). GenXers v. boomers: Work motivators and management implications. *Public Performance & Management Review*, 29(3), 267-284.

4/12: Physical Ability within Contemporary Public Administration

Read: Broadnax, 19; plus the following:

- Cozzetto, D. A. (1994). Implications of the ADA for state and local government: Judicial activism reincarnated. *Public Personnel Management*, 23(1), 105-115.
- Crampton, S. M. & Hodge, J. W. (2003). The ADA and disability accommodations. *Public Personnel Management*, 32(1), 143.
- Hayes, T. L. & Citera, M. (1995). Staffing for persons with disabilities: What is 'fair' and 'job related'? *Public Personnel Management*, 24(4), 413-428.
- Hollwitz, J. & Goodman, D. F. (1995). Complying with the Americans with Disabilities Act: Assessing the costs of reasonable accommodation. *Public Personnel Management*, 24(2), 149-158.
- Lewis, G. B. & Allee, C. L. (1992). The impact of disabilities on federal career success. *Public Administration Review*, 52(4), 389-397.
- Mello, J. A. (1995). Employment law and workers with disabilities: Implications for public sector managers and human resources. *Public Personnel Management*, 24(1), 75-88.

4/19: Religion within Contemporary Public Administration

Read:

- Ball, C. & Haque, A. (2003). Diversity in religious practice: Implications of Islamic values in the public workplace. *Public Personnel Management*, 32(3), 315-330.
- Bozeman, B. & Murdock, A. (2007). Public managers' religiosity: Impacts on work attitudes and perceptions of co-workers. *International Public Management Journal*, 10(3), 287 - 306.
- Bruce, W. M. (2000). Public administrator attitudes about spirituality: An exploratory study. *The American Review of Public Administration*, 30(4), 460-472.
- Dean, K. L. & Safranski, S. R. (2008). No harm, no foul? Organizational intervention in workplace spirituality. *International Journal of Public Administration*, 31(4), 359-371.
- Houston, D. J. & Cartwright, K. E. (2007). Spirituality and public service. *Public Administration Review*, 67(1), 88-102.

- Schachter, H. L. (1993). A Case for moving from tolerance to valuing diversity: The issue of religiously distinctive dress and appearance. *Review of Public Personnel Administration*, 13(2), 29-44.

4/26: Sexuality within Contemporary Public Administration

Read:

- Colvin, R. A. (2000). Improving state policies prohibiting public employment discrimination based on sexual orientation. *Review of Public Personnel Administration*, 20(2), 5-19.
- Colvin, R. A. (2007). The rise of transgender-inclusive laws: How well are municipalities implementing supportive nondiscrimination public employment policies? *Review of Public Personnel Administration*, 27(4), 336-360.
- 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), 387-395.
- Lewis, G. B. (2001). Barriers to security clearances for gay men and lesbians: Fear of blackmail or fear of homosexuals? *Journal of Public Administration Research & Theory*, 11(4), 539-558.
- Lewis, G. B. & Taylor, H. E. (2001). Public opinion toward gay and lesbian teachers: Insights for all public employees. *Review of Public Personnel Administration*, 21(2), 133-151.
- Riccucci, N. M. & Gossett, C. W. (1996). Employment discrimination in state and local government: The lesbian and gay male experience. *American Review of Public Administration*, June, 175-200.
- Taylor, J. K. (2007). Transgender identities and public policy in the United States: The relevance for public administration. *Administration & Society*, 39(7), 833-856.

5/3: Diversity and Intersectionality

Read: Powell, Chapter 9; plus the following:

- Ewoh, A. I. E. (2013). Managing and valuing diversity: Challenges to public managers in the 21st century. *Public Personnel Management*, 42(2): 107-122.
- Soni, V. (2000). A twenty-first-century reception for diversity in the public sector: A case study. *Public Administration Review*, 60(5): 395-408.
- Rangarajan, N. & Black, T. (2007). Exploring organizational barriers to diversity: A case study of the New York State Education Department. *Review of Public Personnel Administration*. 27(3), 249-263.
- Riccucci, N. M. (2007). Moving away from a strict scrutiny standard for affirmative action: Implications for public management. *American Review of Public Administration*, 37(2), 123-141.
- Hale, M. (1999). He says, she says: Gender and worklife. *Public Administration Review*. 59(5), 410-424.

5/10: Student Presentations

- Final Project Due

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