

Spring 2019
PADM 526-001 CRN 40577
Diversity in the Public Sector
Tuesday 4:00 to 6:30 pm
Social Sciences Bldg, Room 3030

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Course Description

The shifts from a manufacturing to a service economy and from an industrial to an information-based economy have made traditional work arrangements inadequate to address the challenges organizations encounter today. It is compounded by the fact that the American workforce has become more diverse than ever before. Organizations are rethinking the categories on which they have based their policies. One-size-fits-all is no longer an effective strategy. Diversity management programs have grown exponentially in the last decade. External and internal pressures have resulted in workplace diversity to become a central issue of human resources management. Organizations are seeking to increase sensitivity to differences, minimize patterns of inequality, eliminate prejudice, improve cross-cultural interactions, and modify organizational leadership practices to value diversity. Increasingly, workforce diversity is becoming an imperative for organizational effectiveness and diversity management is becoming a principle of human resources management.

In this course we will focus on diversity beyond just gender and race/ethnicity, 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 administrators face today. Students will examine the importance of multiple cultures in public organizations in work teams and discuss the challenges that come with multi-culturalism. 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.

The objectives of this course are:

1. To understand the demographic changes in the U.S.
2. To 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)

3. To cover the core dimensions, concepts, and approaches to diversity in organizations
4. To develop an understanding of interpersonal relations, group dynamics and organizational processes in organizations
5. To consider diversity in the historical, political, cultural, and economic contexts of public employment, especially the legalities that surround diversity
6. To enhance our ability to work with people from diverse backgrounds
7. To learn how our own cultural values influence workplace behavior
8. To examine challenges that come with multi-culturalism

The process by which these objectives will be accomplished will be of cooperative learning. There will be extensive exercises and cases. Critical to the success of this class is students' class participation and involvement. Students must come prepared for each class by doing the readings. They should actively participate in each class and constructively discuss the readings. There will be little lecturing in this course; instead, there will be extensive discussion.

Readings

1. Norma M. Riccucci. (2002). *Managing Diversity in Public Sector Workforces*. Cambridge: Westview.
2. There are many articles, which will be electronically circulated to you.

Course Evaluation

1) Class Participation (10 Points)

Each student should be prepared to participate in each class. Participation requires reading the material before class and being on time for class. Each student is expected to fully participate in 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 unexpected circumstances prevent you attending the class on a given day, let me know ahead of time. It is your responsibility to find out what you missed from a classmate.

2) In-Class Presentation (15 Points)

Prepare a 20 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 20 minutes, make sure you leave at least 5 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.

3) Midterm Examination (25 Points)

An in-class midterm exam will be given on March 8th. 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.

4) Personal Reflection Paper (25 Points)

You are required to write a 8 to 10 pages personal reflection paper. Keep notes relating to several aspects of this course. Write a summary from your notes which will answer the following four questions: (i) What did I learn about myself? (ii) What did I learn about others? (iii) What aspect of the lesson am I most comfortable/uncomfortable with? (iv) How will I use what I learned in the future?

5) Book Review and Presentation (25 Points)

Choose a book on the topic of diversity and write a 2-4 page book review. You will present the book review in class after 2-3 weeks.

Grades

- **A grade:** A+ (96–100); A (93–95); A- (90–92)
- **B grade:** B+ (86–89); B (83–85); B- (80–82)
- **C grade:** C+ (76–79); C (73–75); C- (70-72)

Course Policies

- Student-teacher relationships are built on trust. Students must trust that teachers have made responsible decisions in designing the course they teach. Similarly, teachers must trust that the works, which students turn in, are theirs. Acts, which violate this trust, undermine the basic foundation of education. It is acceptable to discuss the work with other students in the class. It is also acceptable to receive a limited amount of help from another student in the class. But, the work you turn in should be your own.
- As a graduate student, you are expected to take considerable responsibility for the direction and quality of your own learning. You are expected to complete assignments on time, to speak up in class when you have questions and ideas, to contribute to a spirit of cooperative learning, and to demonstrate significant investment in your work. You should not miss classes, arrive late, or come unprepared for the class.
- Use gender-free language in your papers and class discussion. Unbiased language is as much a matter of accuracy as it is of fairness.

Academic Integrity

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

Cell Phones and Technology

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

Accommodation Statement

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

Title IX Statement

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (<http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Weekly Schedule

Week 1 (January 15): Introduction

Week 2 (January 22): Diversity in the Workforce

Readings: (1) Riccucci Chapter 1; (2) The Identity Tool Box; (3) The Cost of Employee Turnover due Solely to Unfairness in the Workplace; (4) Does Diversity Make a Difference?; (5) The Arguments against Diversity: Are they Valid

January 25: Last day to add course & change credit hours

Week 3 (January 29): Diversity and Culture

Readings: (1) Riccucci Chapter 3; (2) The Multiple Dimensions of Diversity and Culture; (3) A Double-edged Sword: Organizational Culture in Multicultural Organizations; (4) Diversity in Everyday Discourse: The Cultural Ambiguities and Consequences of Happy Talk

February 1: Last day to drop the course without “W” grade and with 100% tuition refund

Week 4 (February 5): Legal Dimensions

Readings: (1) Riccucci Chapter 2; (2) Assessing the Argument; (3) Evidence on the Effectiveness of Affirmative Action; (4) Questions and Answers on Affirmative Action; (5) Brown vs Board of Education; (6) Federal Laws; (7) Employment Background Check; (8) Myths about Affirmative Action:

<http://www.understandingprejudice.org/readroom/articles/affirm.htm>

Week 5 (February 12): Ethnic/Racial Issues

Readings: (1) Riccucci Chapter 4; (2) “So Poor and So Black”: Hurricane Katrina, Public Administration, and the Issue of Race; (3) Black or Blue: Racial Profiling and Representative Bureaucracy; (4) “Why Race Matters”; (5) Whites-Only Scholarship Causes Controversy at RWU; (6) Diversity Training <https://www.youtube.com/watch?v=4SVGwlmBtcs>; (7) The Biology of Race in the Absence of Biological Races:

<http://www.youtube.com/watch?v=cIm9WPRWUDQ>

Week 6 (February 19): Gender Issues

Readings: (1) Riccucci Chapter 5; (2) In Their Own Words: Profiling Women Strategic Managers in Award Winning Programs; (3) The Social Costs of Career Success for Women; (4) In Search of Middle Ground: Preachy, Screechy, and Angry Versus Soft, Sweet, and Compliant; (5) The US Federal Senior Executive Service and Gender Diversity; (6) Where Are the Women; (7) Equity at the Intersection: Public Administration and the Study of Gender

Week 7 (February 26): Immigration Problems

Readings: (1) Models of American Ethnic Relations: A Historical Perspective; (2) America Can’t be the World’s Tech Leader without Immigration Reform; (3) Slumps Sink Visa

Program; (4) Immigrants Have Enriched American Culture and Enhanced Our Influence in the World

<http://www.cato.org/publications/commentary/immigrants-have-enriched-american-cultureenhanced-our-influence-world>

Week 8 (March 5): Multi-Generational Workforce

Readings: (1) Riccucci Chapter 6; (2) Building a Workplace that Recognizes Generational Diversity; (3) Managing Human Capital: How to Use Knowledge Management to Transfer Knowledge in Today's Multi-Generational Workforce; (4) A Review of the Empirical Evidence on Generational Differences in Work Attitudes

Mid-term exam

Week 9 (March 12): Spring Break

Week 10 (March 19): Age and Ability Differences

Readings: (1) Riccucci Chapter 7; (2) The Disability Twist in Diversity: Best Practices for Integrating People with Disabilities into the Workforce; (3) Bias, Discrimination, and Obesity; (4) Zones of Indifference and the American Workplace: The Case of Persons with HIV/AIDS; (5) Some Companies See Opportunities in Autism

Week 11 (March 26): Sexual Identity and Orientation

Readings: (1) Riccucci Chapter 8; (2) Lifting the Ban on Gays in the Civil Service: Federal Policy toward Gay and Lesbian Employees since the Cold War; Single Dad and Gay; (3) The Extent of Sexual Orientation Discrimination in Topeka, KS; (4) Employment Nondiscrimination Policies: Assessing Implementation and Measuring Effectiveness

Week 12 (April 2): Religious Differences

Readings: (1) Diversity in Religious Practice: Implications of Islamic Values in Public Workplace; (2) Spirituality, and the Workplace: Challenges for Public Administration; (3) Hindus Propose Building 'Monkey God' Statue on Grounds of Oklahoma's State Capitol <http://www.nydailynews.com/news/nati...icle-1.1547189>; (4) Rising above Deadly Ignorance of Religious Diversity.

<http://www2.journalnow.com/news/opinion/2012/aug/13/wsopin02-column-rising-above-deadlyignorance-of-rar-2513526/>

Weeks 13 (April 9): Diversity Management

Readings: Riccucci chapters 6,7,8; Diversity Management, Job Satisfaction, and Performance; The Diversity Project. How to Diversify the Faculty

April 12: Last day to drop the course without Dean's permission

Week 14 (April 16): Students Presentations

Readings:

Week 15 (April 23): Students Presentations

Readings:

Week 16 (April 30): Students Presentations

Readings:

May 3: Last day to drop the course with Dean's permission