

**Hubert H. Humphrey School of Public Affairs
University of Minnesota
PA 5422 - 001: Diversity and Public Policy**

Course ID: 33471
Fall 2017, Mondays, 1:00 p.m. – 3:45 p.m.
CSOM 2-219

Instructor: Samuel L. Myers, Jr. Office Hours: Thursdays, 12:30 pm – 2:00 pm or by appointment Office: 263 Humphrey Center Email: myers006@umn.edu Telephone: 612-625-9821	TA: Natela Jordan Office Hours: by appointment Office: 270 Humphrey Center Email: jorda274@umn.edu
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Assignments, readings and lecture notes can be accessed via: ay17.moodle.umn.edu

Enter your University of Minnesota Internet ID (x.500 username) and password

Note: Reasonable accommodations will be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Please contact the instructor or his assistant to discuss accommodations for this course.

Required Material for the course:

Bardach, E., & Patashnik, E. M. (2015). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. CQ press. (Or, earlier editions)

Optional Material for the course:

Smith, Catherine F. 2013. *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process*, 3rd Edition. New York: Oxford University Press

Introduction

This course provides a practical foundation for analyzing and integrating diversity in contemporary organizations and businesses. While it applies a policy analysis and economics lens, the interdisciplinary approach of this course draws upon themes from a variety of topics from racial and gender identity, to intersectionality, to freedom of expression and legal foundations. The lectures and discussions focus on the following:

- a) The economics of diversity;
- b) The business and public administration cases for workplace diversity;
- c) The value of cultural competency in public and non-profit organizations;

- d) Current policy debates about how and whether diversity competes with other policy objectives, such as efficiency and equity.

The course consists of three parts. The first part will focus on the foundations of diversity, covering definitions, legal and economic implications, and contemporary academic debates. During the first part, students will form teams and begin researching an assigned or selected diversity topic to analyze in their policy briefs. The second part on the course, diversity and difference, will focus on specific elements of diversity, such as gender, race, sexual orientation, class and disability. During this part, students will be exposed to guest speakers who provide a unique perspective on the subject as well as prepare and lead class-discussions to engage their peers. The third part of the course will focus on hands-on discussions about how a policy maker or an organization's leader might go about allocating resources for different diversity groups and the inherent trade-offs in this process. The students will also learn about writing and presenting their research findings in a form of a policy brief which they will present to classmates on the last day of class.

The course is designed to help graduate students and talented undergraduates in public policy and allied fields develop an understanding of and an appreciation for the complexity of achieving diversity and the merits of alternative approaches and methods of implementing diversity strategies.

Methods and Procedures

Lectures will be devoted to highlighting some of the central issues that confound theoretical and empirical assessments of diversity. These central issues are developed extensively in the required readings, which cover a broad range of scholarly and popular perspectives and approaches.

Readings: The readings are divided into two parts. Each week there will be a relatively short set of required readings. All students should digest these required readings before class. There are also extensive suggested or recommended readings. Students should select at least one of the suggested readings to provide a comparison or counterpoint to the required readings.

10 Reflective Essays:

Each week, students will prepare a one to two page reflective essay that summarizes the required readings, illustrates the theme(s), and provides a personal reflection or assessment of the relative merits of the arguments offered. The reflective essay should have three parts:

- Summary and synthesis of the readings
- An illustration from a recent current event or historical example that highlights the main theme of the readings
- A personal reflection about the meaning or utility of the readings for understanding diversity and/or an assessment of the relative merits of the arguments offered in the readings.

Students should post their Reflective Essays on Moodle “Reflective Essay Assignment” on Sunday (11:00 PM) before each Monday class, starting from Week 2. Essays should be single spaced, 12 point, 1-inch margins, 500 to 1,000 words. Submit as a pdf file with the submittal number. E.g. Essay1_pdf.

Essays will be graded as S/N (Satisfactory/Not Satisfactory). A satisfactory grade is provided when the student includes the three parts outlined above. Late assignments will not be accepted.

Team Assignments: On the second week of class, students will be assigned to teams of 4-5 members. Teams will be responsible for:

- a) Leading a 30-minute class discussion on an assigned topic/class material.
- b) Working together to investigate a specific diversity-related problem based on an assigned topic;
- c) Producing a policy brief;
- d) Presenting the policy brief on the last day of class

Team-Led Discussions: Teams will prepare a short, provocative and stimulating introduction to the assigned week’s topic based on readings, case study, or film. While teams will have some flexibility in how to structure their presentations, they will need to incorporate specific questions provided by the instructor. The presentations will be one-hour long.

Policy Briefs: The Policy Brief, sometimes called a *Policy Briefing Paper* helps the busy decision maker understand the main contours of the problem in a way that frames the problem or restructures the problem so that it ultimately can be resolved. The policy briefing paper examines the legal, historical, institutional, political, cultural and/or economic contours of the policy problem. Teams will need to meet to discuss and agree on approaches, methods and techniques for researching the policy topic, structuring the problem, and synthesizing the large initial volume of information gathered.

The team will produce a **three to five page, single-spaced, policy brief** following this format:

- Problem statement or what problem the diversity policy is intended to solve
- Historical and legal background
- Summary of competing arguments about “what difference does the difference make?”

Policy brief topics will be assigned in the second week of class. Written briefs are due on the last day of class and will be graded by the instructor.

Evaluation Scale for Policy Briefs

A+ 100	B+ 85.0	C+ 70.0	D+ 55.0
A/A+ 97.5	B/B+ 82.5	C/C+ 67.5	D/D+ 52.5
A 95.0	B 80.0	C 65.0	D 50.0
A-/A 92.5	B-/B 77.5	C-/C 62.5	D-/D 47.5
A- 90.0	B- 75.0	C- 60.0	D- 45.0
B+/A- 87.5	C+/B- 72.5	D+/C- 57.5	F+/D- 42.5

Policy Brief Presentations: Students will prepare 15-minute presentations on their policy briefs on Monday, December 11 (the last day of class). For maximum effectiveness, **one student** should be selected from each team to present. Other team members should be prepared to address questions from the audience. Teams are free to allocate effort within their groups in any way they deem appropriate. Notes on effective presentations and other useful information will be posted on the course website.

Both team-led discussions and policy brief presentations will be peer evaluated. The criteria for evaluation will include: sufficiency of background information provided; organization; adequacy of visual aids if used; ability to keep within time limits; and overall success of the session in maintaining students' interest. Scores will range from unsatisfactory to outstanding with the following conversions:

5 - Outstanding	95
4 - Very Good	90
3 - Good	85
2 - Satisfactory	80
1 - Marginally Satisfactory	75
0 - Unsatisfactory	70

Midterm exam: The mid-term exam will consist of two parts: 1) Timed multiple-choice section based on assigned readings and presentations, and 2) One essay question. Students may use readings or any other materials from class to complete the exam. The exam will be posted on Moodle and open to students from Monday, November 20 after class until 5:00PM on Tuesday, November 22.

Grading:

Individual assignments: 60%

Reflective essays	30%
Midterm exam	30%

Team assignments: 40%

Peer Evaluation of Team-led Discussion	10%
Peer Evaluation: Team Policy Brief Presentation	10%
Policy Brief	10%
Within-group peer evaluation	10%

Lectures and Readings

Week 1: September 11, 2017

- A. Introduction and Syllabus
- B. Lecture: The Minnesota Paradox and Diversity

Required:

Myers, Samuel L., Ha, Inhyuck S. (2017). *Race-Neutrality and Rationalizing Remedies*, Lexington Books. Chapter 2.

University of Minnesota Diversity statement:
<https://admissions.tc.umn.edu/diversity/>

Humphrey School of Public Affairs, Diversity statement:
<https://www.hhh.umn.edu/student-life/equity-diversity>

PART I: FOUNDATIONS

Week 2: September 18, 2017

Team Formation

Defining Diversity

A. Definitions

Required:

"The Ever-Expanding Definition of 'Diversity'" Feb. 29, 2012. *ScienceDaily*,
<http://www.sciencedaily.com/releases/2012/02/120229121125.htm>

"Examples of Diversity Definitions," December 2009. Issue Paper #3. Arlington, VA: *Military Leadership Diversity Commission*.

Association of Schools of Journalism and Mass Communications (ASJMC),
Definitions of Diversity.
http://www.asjmc.org/resources/diversity_booklet/2_definitions.pdf

Norman-Major, Kristen and Susan T. Gooden, 2012. "Cultural Competency and Public Administration," in *Cultural Competency for Public Administration*, Norman-Major and Gooden, editors. 3-19.

B. Diversity of Views

Required:

Patricia L. Nemetz and Sandra L. Christensen, The Challenge of Cultural Diversity: Harnessing a Diversity of Views to Understand Multiculturalism. The Academy of Management Review. Vol. 21, No. 2 (Apr., 1996), pp. 434-462

National Association of Scholars. (2017). The Pseudo-Science of Microaggressions.

https://www.nas.org/articles/the_pseudo_science_of_microaggressions

National Association of Scholars. (2016). How Diversity Came to Mean 'Downgrade the West.'

https://www.nas.org/articles/how_diversity_came_to_mean_downgrade_the_west

Recommended:

Diversity Of Views In The Women's March Is, Actually, An Asset

http://www.huffingtonpost.com/entry/diversity-womens-march_us_588a0870e4b0737fd5cbb7a0

Minnesota firms think they're doing OK on diversity; the data say no

<http://www.mprnews.org/story/2017/05/04/mn-employer-diversity-perception-better-than-data>

Bell, Joyce M. and Douglas Hartmann, Diversity in Everyday Discourse: The Cultural Ambiguities and Consequences of "Happy Talk", *American Sociological Review*, 2007, VOL. 72 (December:895–914)

Brown, Daniel. 2012. "Physical and Environmental: Human Biology and Diversity." In Sheying Chen, *Diversity Management: Theoretical Perspectives and Practical Solutions*. Pp. 3-15.

Myers, Samuel L., 2012. "The Economics of Diversity: The Efficiency vs. Equity Trade-Off". In Sheying Chen, *Diversity Management: Theoretical Perspectives and Practical Solutions*. Pp. 47-61.

"What is the Relationship Between Demographic Diversity and Cognitive Diversity?" Issue Paper #4. Arlington, VA. Military Leadership Diversity Commission.

Human Rights Campaign. *Sexual Orientation and Gender Identity: Terminology and Definitions*

<http://www.hrc.org/resources/entry/sexual-orientation-and-gender-identity-terminology-and-definitions>

National Education Association. *Diversity Tool Kit: Class, Income; ELLs; Gender; Race and Ethnicity. Sexual Orientation and Gender Identity.*

<http://www.nea.org/tools/diversity-toolkit.html>

Habyarimana, James, Macartan Humphreys, Daniel N. Posner, and Jeremy M. Weinstein. 2007. "Why Does Ethnic Diversity Undermine Public Goods Provision?" *American Political Science Review* 101, no. 4: 709-725.

Campbell, Bradley and Jason Manning. 2015. Microaggression and Changing Moral Cultures. *The Chronicle of Higher Education.*

http://chronicle.com/article/MicroaggressionChanging/231395/?cid=cr&utm_source=cr&utm_medium=ens

Bowman, N. (2013). How Much Diversity is Enough? The Curvilinear Relationship Between College Diversity Interactions and First-Year Student Outcomes. *Research in Higher Education Res High Edu*, 874-894.

Hartman, M. (2015, June). Does Diversity Make a Difference in Policing?

Pike, G., Kuh, G., & Gonyea, R. (2007). Evaluating the Rationale for Affirmative Action in College Admissions: Direct and Indirect Relationships between Campus Diversity and Gains in Understanding Diverse Groups. *Journal of College Student Development*, 166-182.

Clegg, R., & Rosenberg, J. S. (2012). Against "diversity". *Academic Questions*, 25(3), 377-388. https://www.nas.org/articles/against_diversity

Week 3: September 25, 2017

Diversity as a Component of Cognitive Functioning and Improved Team/Group Performance

Required:

Page, S. E. (2014). Where diversity comes from and why it matters? *European Journal of Social Psychology*, 44(4), 267-279.

Diversity of Thought Report. (2015). Humphrey School of Public Affairs.

Recommended:

Ancona, Deborah Gladstein and David F. Caldwell. 1992. "Demography and Design: Predictors of New Product Team Performance." *Organization Science* 3, no. 3: 321-341

Carter, David A, Betty J. Simkins, and W. Gary Simpson. 2003. "Corporate Governance, Board Diversity, and Firm Value." *Financial Review* 38, no. 1: 33-53.

Hong, L. & Page, S.E. (2004). "Groups of Diverse Problem Solvers Can Outperform Groups of High-Ability Problem Solvers." *Proceedings of the National Academy of Sciences*, 101(46), 16385–89.

Dreifus, C. (1 December 2008). In Professor's Model, Diversity Productivity: A Conversation with Scott E. Page. *New York Times*.
<http://www.nytimes.com/2008/01/08/science/08conv.html>.

Pelled, Lisa Hope, Katherine R. Xin, and Kathleen M. Eisenhardt. 1999. "Exploring the Black Box: An Analysis of Work Group Diversity, Conflict, and Performance." *Administrative Science Quarterly* 44, no. 1: 1-28.

Terenzini, Patrick T., Alberto R. Cabrera, Carol L. Colbeck, Stefani A. Bjorklund, and John M. Parente. 2001. "Racial and Ethnic Diversity in the Classroom: Does it Promote Student Learning?" *The Journal of Higher Education* 72, no. 5: 509-531.

Weitzman, Martin L. 1992. "On Diversity." *Quarterly Journal of Economics* 107, no. 2: 363-405.

Minnesota Department of Human Rights. (2015, July). Governor Dayton's Diversity and Inclusion Council.

Bollinger, L. (2007, June). Why Diversity Matters.

Page, S.E. (2007). *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*. Princeton and Oxford: Princeton University Press. pp, 1-18

Phillips, K. (2014, September). How Diversity Makes Us Smarter.

Week 4: October 2, 2017

Ethnic diversity and economic growth

Required (skim over the difficult parts)

Alesina, Alberto F. and Eliana La Ferrara. 2005. "Ethnic Diversity and Economic Performance." *Journal of Economic Literature* 43, no. 3: 762-800.

Recommended:

Cheng, David X. (2012). "International Education in the Context of Multiculturalism," in Sheying Chen, *Diversity Management*, New York: Nova Science Publishers.

Petersen, William (1997). "Ethnicity in the New Nations of the Post-Colonial World," in *Ethnicity Counts*. New Brunswick: Transaction Publishers, pp.243-258.

Andrés T. Tapia and Susan Welch, "As Economy Booms, China Faces Growing Diversity Challenges," August 19, 2011.

<http://inclusionparadox.com/as-economy-booms-china-faces-growing-diversity-challenges/>

Recommended (for more advanced readers)

Alesina, Alberto F. and Eliana La Ferrara. 2000. "Participation in Heterogeneous Communities." *The Quarterly Journal of Economics* 115, no. 3: 847-904.

Alesina, Alberto, Reza Baquir, and William Easterly. 1999. "Public Goods and Ethnic Divisions." *Quarterly Journal of Economics* 114, no. 4: 1243-1284.

Bates, Robert H. 2000. "Ethnicity and Development in Africa: A Reappraisal." *American Economic Review* 90, no. 2: 131-34.

Collier, Paul. 2000. "Ethnicity, Politics and Economic Performance." *Economics and Politics* 12, no. 3: 225-45.

Easterly, William, and Ross Levine. 1997. "Africa's Growth Tragedy: Policies and Ethnic Divisions." *Quarterly Journal of Economics* 112, no. 4: 1203-1250.

Ferraro, Paul J. and Ronald G. Cummings. 2007. "Cultural Diversity, Discrimination, and Economic Outcomes: An Experimental Analysis." *Economic Inquiry* 45, no. 2: 217-32.

Montalvo, Jose G. and Marta Reynal-Querol. 2005 "Ethnic Diversity and Economic Development." *Journal of Development Economics* 76, no. 2: 293– 323.

Department of Employment and Economic Development: Performance Management Office. (2015, July). Workforce System Race and Class Disparities in Minnesota https://mn.gov/deed/assets/disparities-report_tcm1045-133130.pdf

Week 5: October 9, 2017

The Legal Foundations of the "Case for Diversity"

Required:

Brief of Amici Curiae The Civil Rights Project at Harvard University Gratz et al. v. Bollinger et al., Patterson et al. (Nos. 01-1333, 01-1416, 01-1418). May, 2001.

Recommended:

Gratz vs. Bollinger: <https://www.oyez.org/cases/2002/02-516>

Grutter vs. Bollinger: <https://www.oyez.org/cases/2002/02-241>

Gurin, P. (1999). The Compelling Need for Diversity in Education. Expert report prepared for the lawsuits Gratz and Hamacher v Bollinger, Duderstadt, the University of Michigan, and the University of Michigan College of LS&A, U.S. District Court, Eastern District of Michigan, Civil Action No. 97-75231; and Grutter v Bollinger, Lehman, Shields, the University of Michigan and the University of Michigan Law School, U.S. District Court, Eastern District of Michigan, Civil Action No. 97-75928.

Ayres, I., & Foster, S. (2006). Don't Tell, Don't Ask: Narrow Tailoring After Grutter and Gratz *Texas Law Review*, 85(3), 519-84.

PART II: DIVERSITY AND DIFFERENCE

Week 6: October 16, 2017

Socio-Economic Class Diversity

Required:

Wilson, William Julius. 2011. The Declining Significance of Race: Revisited & Revised. *Daedalus* 140.2: 55-69. <https://dash.harvard.edu/handle/1/8052151>

Darity, W. A., & Myers, S. L. (1994). *The Black underclass: Critical essays on race and unwantedness*. Garland Pub..pp. 1-40.

Isenberg, N. (2016). White trash: The 400-year untold history of class in America. Penguin. pp.1-17.

Lewis, O. (1966). The Culture of Poverty. *Scientific American*, 1966, Vol.215(4), p.19

Recommended:

Macgillis, A. (2016). The original underclass. *The Atlantic*.

<https://www.theatlantic.com/magazine/archive/2016/09/the-original-underclass/492731/>

Rothman, J. (September, 2016). The lives of poor white people. *New Yorker*.
<http://www.newyorker.com/culture/cultural-comment/the-lives-of-poor-white-people>

Crosley-Corcoran, G. (May, 2014). Explaining White Privilege to a Broke White Person. *Huffpost*
http://www.huffingtonpost.com/gina-crosleycorcoran/explaining-white-privilege-to-a-broke-white-person_b_5269255.html

National Association of Scholars (2016). Legislation, Not Litigation, Can Repeal Racial Preferences, Says NAS.
https://www.nas.org/articles/legislation_not_litigation_can_repeal_racial_preferences_say_nas

Dover, T., Brenda Major, and Cheryl Kaiser. (2016, January 4). Diversity Policies Rarely Make Companies Fairer, and They Feel Threatening to White Men. *Harvard Business Review*.
<https://hbr.org/2016/01/diversity-policies-dont-help-women-or-minorities-and-they-make-white-men-feel-threatened>

Week 7: October 23, 2017

Disability Diversity and the Workforce

Required:

U.S. Department of Justice, Civil Rights Division, Disability Rights Section (September 2005). *A Guide to Disability Rights Laws*.
<http://www.ada.gov/cguide.pdf>

Davis, L. J. (2013). Colleges might as well say 'deaf people unwelcome here'. *The Chronicle of Higher Education*.
<http://chronicle.com/blogs/conversation/2013/12/13/colleges-might-as-well-say-deaf-people-unwelcome-here/>

Recommended:

Molloy, Donna, Tim Knight and Kandy Woodfield (2003). *Diversity in disability Exploring the interactions between disability, ethnicity, age, gender and sexuality*. Huddersfield, UK: Charlesworth Group. Pp. 1-13.

Disabled World, (2010). *Disability Diversity in Society*.
<http://www.disabled-world.com/disability/diversity.php>

Executive Order 13548 (July 26, 2010). *Increasing Federal Employment of Individuals with Disabilities*.

<http://www.gpo.gov/fdsys/pkg/FR-2010-07-30/pdf/2010-18988.pdf>

U.S. Department of Labor, Office of Disability Employment Policy (2010). *Building and Inclusive Workplace. A Four-Step Guide to Recruiting, Hiring and Retaining Employees with Disabilities*.

<http://www.dol.gov/odep/pubs/20100727.pdf>

Myers, Samuel and Ding Sai, "The effects of disability on earnings inequality in the USA and China" (forthcoming) *Review of Disability Studies*.

Other references:

Office of Civil Rights. (2006), Fact Sheet: Your Rights Under Section 504 of the Rehabilitation Act.

<https://www.hhs.gov/sites/default/files/ocr/civilrights/resources/factsheets/504.pdf>

U.S. Department of Education. Building the Legacy: IDEA 2004. (n.d.).

Equal Employment Opportunity Commission. Americans with Disabilities Act of 1990. (n.d.). Equal Employment Opportunity Commission.

Davis, L. (2015, July). Where's the Outrage When Colleges Discriminate Against Students with Disability? The Chronicle of Higher Education.

Zirkel, P. (2015, September). Sorting Out Which Students Have Learning-Disabilities.

Higbee, J., Katz, R., & Schultz, J. (2010). Disability in Higher Education: Redefining Mainstream. *Journal of Diversity Management*, 5(2), 7-16.

Mourssi, Mohamed. (2013, October). Disability Employment in Minnesota. Minnesota Department of Employment and Economic Development.

Mourssi, Mohamed. (2014, June). Disability Employment in Minnesota. Minnesota Department of Employment and Economic Development.

Mourssi, Mohamed. (2014, June). Disability Employment Among Minorities in Minnesota. Minnesota Department of Employment and Economic Development.

Accommodating Employees with Hidden Disabilities. U.S. Department of Labor: Office of Disability Employment Policy. (2004, November).

Fact Sheet on Recent EEOC Litigation-Related Developments Under the Americans with Disabilities Act (Including the ADAAA). U.S. Equal Employment Opportunity Commission. (2015, June).

Lovett, B., Nelson, J., & Lindstrom, W. (2015, June). Documenting Hidden Disabilities in Higher Education: Analysis of Recent Guidance From the Association on Higher Education and Disability (AHEAD). Hammill Institute on Disabilities, 44-53.

Wolf, L. (2001). College Students with ADHD and Other Hidden Disabilities: Outcomes and Interventions. Annals of The New York Academy of Sciences, 385-395.

Valeras, A. (2010). "We don't have a box": Understanding *hidden disability* identity utilizing narrative research methodology.

EEOC Charge Receipts by State (includes U.S. Territories) and Basis for 2014*. (2014).

EEOC Litigation Statistics, FY 1997 through FY 2014. (2014).

Significant Disability Discrimination Litigation Filed or Resolved: July 2013-July 24, 2014. (2014).

Weis, R., Dean, E., & Osborne, K. (2014). Accommodation Decision Making for Postsecondary Students With Learning Disabilities: Individually Tailored or One Size Fits All? *Journal of Learning Disabilities, 1-14.*

Week 8: October 30, 2017

Sexual Orientation and Gender Identity

Required:

Bryne, B. (2015, June 8). Women's Colleges Clash Over What It Means To Be A Woman.

Rafferty, I. (2003, November 17). Can a Man Attend Barnard College?

Cummings, A., & Spade, D. (2014, June 9). Women's Colleges Are on the Wrong Side of History on Transgender Women.

Spar, D. (2015, June 4). Barnard Announces Transgender Admissions Policy.

Recommended:

Hayashi, K. (2015, February 22). When Visibility is not Enough.

Allen, S. (2015, July 23). We're Failing Trans Women of Color.

Barnard College-FIRE. (2014).

Combs, M. (2014, September 24). Increased visibility for transgender people does not yet mean equality.

Gender Identity Participation in MSHSL Activities Draft (November 2014).

Gender Inclusion Policy, St. Paul Public Schools. (2015, March 17).

Krug, E. (2013 August). A Study on Transgender People Interacting with the Minnesota Court System.

Prison Rape Elimination Act (PREA). Minn. Stat. §241.01 (2014).

Rosswood, E. (2015, September 2). Gender Neutral Pronouns Spark Controversy: Are We Being Offensive By Trying To Be Inclusive?

Week 9: November 6, 2017

Gender and Diversity

Required:

McIntosh, Peggy. (2007). "White Privilege and Male Privilege" in Marcia Texler Segal and Theresa A. Martinez (eds), *Intersections of Gender, Race and Class*. Oxford University Press. Pp. 344-352.

Tannen, Deborah. (2007). "Asymmetries: Women and Men Talking at Cross-Purposes" in Marcia Texler Segal and Theresa A. Martinez (eds), *Intersections of Gender, Race and Class*. Oxford University Press. Pp. 175-183.

Recommended:

"In the Company of Women: Gender Inequality and the Logic of Bureaucracy in Start-Up Firms," James N. Baron, Michael T. Hannan, Greta Hsu, Ozgecan Kocak, *Work and Occupations*, February, 2007

"In the Company of Women: Gender Inequality and the Logic of Bureaucracy in Start-Up Firms," James N. Baron, Michael T. Hannan, Greta Hsu, Ozgecan Kocak, *Work and Occupations*, February, 2007

Inter-American Development Bank (2011). *Gender Equity and Women's Empowerment*.

<http://www.iadb.org/en/topics/gender-and-diversity/gender-equality-and-womens-empowerment,2604.htm>

Week 10: November 13, 2017

Race and Diversity

Required:

Dover, T., Brenda Major, and Cheryl Kaiser. (2016, January 4). Diversity Policies Rarely Make Companies Fairer, and They Feel Threatening to White Men. Harvard Business Review. <https://hbr.org/2016/01/diversity-policies-dont-help-women-or-minorities-and-they-make-white-men-feel-threatened>

Kalev, A., Frank Dobbin, and Erin Kelly. (2006, August). Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies. *American Sociological Review*. 71-4. pp. 589-617.

Recommended:

Tetsuya Matsubayashi and Rene R. Rocha. Racial Diversity and Public Policy in the States. *Political Research Quarterly*. Vol. 65, No. 3 (September 2012), pp. 600-614

Optional: Race and Sports

Hastings, D.W., Zahran, S. & Cable, S. Drowning in Inequalities: Swimming and Social Justice. *Journal of Black Studies* 2006; 36(6); 894.

Centers for Disease Control and Prevention. (2010) Water-Related Injuries: [Fact Sheet]. <http://www.cdc.gov/HomeandRecreationalSafety/Water-Safety/waterinjuries-factsheet.html>

Mogharabi, S. (2005b). Inability to Swim Closes Doors for Many Minorities. *Aquatics International*. http://www.aquaticsintl.com/2005/oct/0510_minority2.html

Saluja, G., et al, (2006). Swimming Pool Drownings Among US Residents Aged 5-24 Years: Understanding Racial/Ethnic Disparities. *American Journal of Public Health*. 96(4).

The National Collegiate Athletic Association. (2007). 1999-00 – 2005-06 NCAA Student-Athlete Race and Ethnicity Report. Indianapolis, IN: Author.

Tyson, A.S. (2006), "Pulling No Punches in Push for Navy SEALs: Pentagon Looking to Increase Ranks Without Easing the Tough Training", *Washington Post* http://www.washingtonpost.com/wpdyn/content/article/2006/06/19/AR2006061901388_pf.html

Week 11: November 20, 2017

Indigenous and Native Status

Required:

[Kennedy, T. \(2015, August 28\). Standoff between DNR and Indian protesters heats up on Gull Lake. http://www.startribune.com/indian-ricers-back-protesting-on-hole-in-the-day-lake/323222791/#1](http://www.startribune.com/indian-ricers-back-protesting-on-hole-in-the-day-lake/323222791/#1)

Gaffney, Dennis. (2006, April). "American Indian" or "Native American"? PBS. http://www.pbs.org/wgbh/roadshow/fts/bismarck_200504A16.html

National Congress of American Indians Policy Update, 2016
http://www.ncai.org/attachments/PolicyPaper_JtlbXRXErkRzouhLoSfyKplTOMFmGcYBWTqAhvUAWIWYodnbhfW_July%202016%20Policy%20Update.pdf

Recommended:

National Congress of American Indians Policy Update, 2015
http://www.ncai.org/attachments/PolicyPaper_lqsBgFgkISLkwZkjHEsulKuNCdRoCbaECGbZquUFRPAIMUzBBEL_Policy%20Update-MY%202015-06.24.15%20final%20pdf.pdf

National Congress of American Indians. Securing our Futures. 2012-2013. Annual Report. http://www.ncai.org/resources/ncai-publications/ncai-annual-reports/2013_Annual_Report.pdf

Samuel L. Myers, Jr. "Chapter 5: If Not Reconciliation, Then What? Race and the 'Stolen Generation' in Australia," in Boundaries of Clan and Color: Transnational comparisons of inter-group disparity, Advances in Social Economics Series, William A. Darity, Jr. and Ashwini Desphande, Editors. New York: Routledge, 2003, pp. 70–92.

Marilyn E. Lashley, "Remedying Racial and Ethnic Inequality in New Zealand" (2006), in Corrie, Bruce and Samuel Myers Jr. eds. Racial and Ethnic Inequality in International Perspective, New York: Peter Lang.

First Nations in Canada. <https://www.aadnc-aandc.gc.ca/eng/1307460755710/1307460872523>

Marilyn E. Lashley, "Strange Bedfellows? Customary Systems of Communal Land Tenure and Indigenous Land Rights in New Zealand, Fiji and Australia," *Pacific Studies*, Volume 34, August/December 2011, p. 103-141.

History of American Indian Movement. <http://www.aimovement.org/ggc/history.html>

Trail of Broken Treaties, October 1972.
<http://www.aimovement.org/archives/index.html>

Week 12: November 27, 2017 No class

PART III: WHOSE DIVERSITY? DIVERSITY AND RESOURCE ALLOCATION PROBLEM

Week 13: December 4, 2017

Policy Analysis and Problem Solving

Required:

Myers Jr, S. L. (2011). The economics of diversity. Justice for All: Promoting Social Equity in Public Administration, 100-118.

Eugene Bardach. 2016. A Practical Guide for Policy Analysis, Fifth Edition. Washington, DC: Congressional Quarterly Press. Part 1

Lee S. Friedman. 2002. The Microeconomics of Public Policy Analysis. New York: McGraw Hill. Chapters 2, 3, and 15.

OFFICE OF THE LEGISLATIVE AUDITOR STATE OF MINNESOTA
EVALUATION REPORT: Councils on Asian-Pacific Minnesotans, Black Minnesotans, Chicano/Latino People, and Indian Affairs

Myers, S.L. (2002a). Analysis of Racial Profiling as Policy Analysis. *Journal of Policy Analysis and Management*, 21(2), 287-300.

Recommended:

William N. Dunn. 1994. *Public Policy Analysis: An Introduction, Second Edition*. Englewood Cliffs, NJ: Prentice Hall. Excerpts from Chapter 1, pp.1–30; Chapter 1 Figure; Chapter 5, pp. 137–152.

Winship C. *Policy Analysis as Puzzle-Solving*. In: Moran M, Goodin RE, Rein M Oxford Handbook of Public Policy. Oxford University Press; 2006. Pre-publication version: <http://scholar.harvard.edu/cwinship/publications/policy-analysis-puzzle-solving-1>

Week 14: December 11, 2017

Team presentations of Policy Briefs

COURSE SCHEDULE: PA 5422 DIVERSITY AND PUBLIC POLICY

FALL 2017

DATE	LECTURE TOPIC	CLASS ACTIVITY	ASSIGNMENT	DUE DATE
WEEK 1 September 11	Introductions, Overview of Course; What Difference Does Difference Make?			
PART I: FOUNDATIONS				
WEEK 2 September 18	Defining Diversity		Reflective Essay # 1	09/17, 11pm
WEEK 3 September 25	Diversity as a Component of Cognitive Functioning and Improved Team/Group Performance		Reflective Essay #2	09/24, 11pm
WEEK 4 October 2	Ethnic Diversity and Economic Growth		Reflective Essay #3	10/1, 11PM
WEEK 5 October 9	The Legal Foundations of Diversity in Public Employment, Higher Education, and Procurement and Contracting		Reflective Essay #4	10/8, 11pm
PART II: DIVERSITY AND DIFFERENCE				
WEEK 6 October 16	Socio-Economic Class Diversity	TEAM 1: DISCUSSION	Reflective Essay #5	10/15 11pm
WEEK 7 October 23	Disability Diversity and the Workforce	TEAM 2: DISCUSSION	Reflective Essay #6	10/22, 11pm
WEEK 8 October 30	Sexual Orientation and Gender Identity	TEAM 3: DISCUSSION	Reflective Essay #7	10/29, 11pm
WEEK 9 November 6	Gender and Diversity	TEAM 4: DISCUSSION	Reflective Essay #8	11/5, 11pm
WEEK 10 November 13	Race and Diversity	TEAM 5: DISCUSSION	Reflective Essay #9	11/12, 11pm
WEEK 11 November 20	Indigenous and Native Status		Reflective Essay #10 MIDTERM EXAM (online)	11/19, 11pm 11/22, 5pm
Week 12 November 27	THANKSGIVING HOLIDAY--NO CLASS			
PART III: WHOSE DIVERSITY? DIVERSITY AND RESOURCE ALLOCATION PROBLEM				
WEEK 13 December 4	Policy Analysis and Problem Solving			
WEEK 14 December 11	Final Policy Brief Presentations	Policy brief presentations	Policy Brief	Due at the start of class