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:


Optional Material for the course:

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A/A+</td>
<td>97.5</td>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<tr>
<td>A+/A-</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
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<tr>
<td>B+/B-</td>
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<td>D-</td>
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<td>45.0</td>
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<tr>
<td>F+/D-</td>
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### 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:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
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<tr>
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<td>Very Good</td>
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<tr>
<td>3</td>
<td>Good</td>
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<tr>
<td>1</td>
<td>Marginally Satisfactory</td>
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<tr>
<td>0</td>
<td>Unsatisfactory</td>
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</table>

### 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td><strong>Individual assignments</strong></td>
<td>60%</td>
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<tr>
<td>Reflective essays</td>
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<tr>
<td>Midterm exam</td>
<td>30%</td>
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<tr>
<td><strong>Team assignments</strong></td>
<td>40%</td>
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<tr>
<td>Peer Evaluation of Team-led Discussion</td>
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<tr>
<td>Peer Evaluation: Team Policy Brief Presentation</td>
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</tr>
<tr>
<td>Policy Brief</td>
<td>10%</td>
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<tr>
<td>Within-group peer evaluation</td>
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</tbody>
</table>
Lectures and Readings

Week 1: September 11, 2017

A. Introduction and Syllabus

B. Lecture: The Minnesota Paradox and Diversity

Required:


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:


B. Diversity of Views

Required:


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


Human Rights Campaign. *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


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


**Week 3: September 25, 2017**

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

*Required:*


*Recommended:*


**Week 4: October 2, 2017**

**Ethnic diversity and economic growth**

*Required (skim over the difficult parts)*

Recommended:


Recommended (for more advanced readers)


**Week 5: October 9, 2017**

The Legal Foundations of the “Case for Diversity”
Required:


Recommended:

Gratz vs. Bollinger: https://www.oyez.org/cases/2002/02-516
Grutter vs. Bollinger: https://www.oyez.org/cases/2002/02-241


**PART II: DIVERSITY AND DIFFERENCE**

**Week 6: October 16, 2017**

Socio-Economic Class Diversity

Required:


Recommended:


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](https://www.nas.org/articles/legislation_not_litigation_can_repeal_racial_preferences_say_nas)


**Week 7: October 23, 2017**

**Disability Diversity and the Workforce**

*Required:*


*Recommended:*


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


Other references:

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


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).


**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.

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


*Recommended:*


Barnard College-FIRE. (2014).


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

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


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:


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

**Week 10: November 13, 2017**

**Race and Diversity**

*Required:*


*Recommended:*


*Optional: Race and Sports*


Week 11: November 20, 2017

Indigenous and Native Status

Required:


Recommended:


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:*


**OFFICE OF THE LEGISLATIVE AUDITOR STATE OF MINNESOTA**

**EVALUATION REPORT:** Councils on Asian-Pacific Minnesotans, Black Minnesotans, Chicano/Latino People, and Indian Affairs


*Recommended:*


Week 14: December 11, 2017

Team presentations of Policy Briefs
<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE TOPIC</th>
<th>CLASS ACTIVITY</th>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Introductions, Overview of Course; What Difference Does Difference Make?</td>
<td></td>
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<tr>
<td>September 11</td>
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</tr>
</tbody>
</table>

**PART I: FOUNDATIONS**

| WEEK 2       | Defining Diversity                                                            | Reflective Essay #1     |                                   | 09/17, 11pm   |
|             | Diversity as a Component of Cognitive Functioning and Improved Team/Group      | Reflective Essay #2     |                                   | 09/24, 11pm   |
|             | Performance                                                                    |                         |                                   | 10/1, 11PM    |
|             | Ethnic Diversity and Economic Growth                                           | Reflective Essay #3     |                                   |               |
| WEEK 3       | The Legal Foundations of Diversity in Public Employment, Higher Education, and  |                         | Reflective Essay #4               | 10/8, 11pm    |
|             | Procurement and Contracting                                                    |                         |                                   |               |
| September 25 |                                                                               |                         |                                   |               |

**PART II: DIVERSITY AND DIFFERENCE**

| WEEK 6       | Socio-Economic Class Diversity                                                 | TEAM 1: DISCUSSION      | Reflective Essay #5               | 10/15 11pm    |
|             |                                                                               |                         |                                   |               |
|             | Disability Diversity and the Workforce                                         | TEAM 2: DISCUSSION      | Reflective Essay #6               | 10/22, 11pm   |
| WEEK 7       |                                                                               |                         |                                   |               |
|             | Sexual Orientation and Gender Identity                                         | TEAM 3: DISCUSSION      | Reflective Essay #7               | 10/29, 11pm   |
|             |                                                                               |                         |                                   |               |
|             | Gender and Diversity                                                           | TEAM 4: DISCUSSION      | Reflective Essay #8               | 11/5, 11pm    |
| WEEK 8       |                                                                               |                         | TEAM 5: DISCUSSION                | 11/12, 11pm   |
|             | Race and Diversity                                                             |                         | Reflective Essay #9               |               |
|             |                                                                               |                         | MIDTERM EXAM (online)             | 11/19, 11pm   |
|             | Indigenous and Native Status                                                   | Reflective Essay #10    |                                   | 11/22, 5pm    |
| WEEK 9       |                                                                               |                         |                                   |               |
|             |                                                                               |                         |                                   |               |
| Week 12      |                                                                               |                         |                                   |               |
|             |                                                                               |                         |                                   |               |

**PART III: WHOSE DIVERSITY? DIVERSITY AND RESOURCE ALLOCATION PROBLEM**

| WEEK 13      | Policy Analysis and Problem Solving                                            |                         |                                   |               |
|             |                                                                               |                         |                                   |               |
| WEEK 14      | Final Policy Brief Presentations                                               | Policy Brief presentations | Policy Brief                       | Due at the start of class |