Course Description
This course examines race/ethnicity, as well as other dimensions of diversity, in the development and implementation of public policy. The history of diversity-related policy-making and the social construction of groups targeted by such policies will be explored. While course reading and discussion will focus on domestic policy processes, when applicable global perspectives on diversity will be considered.

Course readings and discussions will focus on definitions of race, diversity and multiculturalism in a democracy. We will examine why public policy on diversity is relevant in a pluralist society. In addition to race/ethnicity, dimensions of diversity to be covered include religion, gender, tribal affiliation, disabilities, sexual identity and orientation, and socio-economic status. Each week the class will focus on a unique dimension of diversity, including a historical review of policy-making, current perspectives and challenges for policy implementation.

Difficult Dialogues
Talking about race can be one of the most difficult and contentious issues in the classroom. To insure that the learning environment remains open and productive, course participants will be asked to add to the ground rules for class dialogue listed below.

- Confidentiality is paramount. Personal thoughts and stories shared with the class must be kept confidential.
- Speak only from your own experience. You might be surprised how often we don’t do this.
- Listen actively. Resist the tendency to compose responses in your mind while others are speaking.
- Address the content of what is said, not the person who said it.
- Keep the conversation focused on diversity as it relates to working in public environments in the United States
Course Objectives
Course readings, assignments and discussions have been designed to address the following learning objectives:

- Ability to assess the political, policy, management and other contexts in which new public policies are reviewed, formulated, and adopted
- Assess problems and devise criteria through which to judge conceivable policy responses
- Construct policy alternatives; use established criteria to weigh options; determine a course of action; and consider implementation steps
- Expand knowledge about the broad continuum of diversity
- Enhance ability to engage in critical dialogue with others including those with different views and perspectives
- Expand knowledge of policy issues raised by diverse populations in a pluralist society
- Gain an understanding of U.S. diversity-related research and policy issues

Required Readings
All required readings are outlined by week in the 'Course Schedule' portion of this syllabus and may be accessed through the Canvas site associated with the course. All files are grouped by week as Modules on the Canvas site.

Assignments and Grades
Course grades will be based on a combination of weekly class participation, one group project and presentation, and a course reflection paper. Your final course grade will be determined as indicated below:

40% Course participation (attendance, engagement in class discussions)
30% Group project and presentation
30% Final course paper

Course participation
Class meetings will be dedicated to discussion and engagement with the topic for that week. Please take time to do the reading and think about topic beforehand so that you can be prepared to engage in discussions. Please let me know if you are unable to attend a class or complete an assignment on time.

Group Project and Presentation
You will be required to work with a small group of your peers to review one week of reading and make a collective presentation to the class on the topic for that week. Your ability to bring in new perspectives on the topic and direct the class to additional reading and/or resources will enrich the learning for that week.

Groups will be randomly selected at the first class meeting. You will be given class time during the seventh week of the quarter to work with your assigned group. All group members will complete a peer evaluation survey as part of the course evaluation process on the last day of class.
Each group will be responsible for three primary tasks the week of their presentation: 1) Review issues and questions raised in the reading, with a focus on intersections between race and other dimensions of diversity; 2) Provide additional information about the policy issues connected to the topic of interest; and 3) Engage the class in a discussion about a real policy dilemma that a decision-maker might encounter related to the topic of interest. The group will essentially be responsible for managing the content for the class discussion related to the assigned topic for the week.

Review the reading for the week
- Identify any additional reading if needed
- Provide a brief summary of major points and issues raised by readings
- Summarize and present issues of intersections between race and other dimensions of diversity
- Facilitate the discussion around questions raised by the readings

Provide information about the group and public policy:
- Identify the stakeholders and major actors in national, state and local politics
- How has the “policy problem” been identified for this group/issue?
- Identify the policy history of the group and any major legislation that has been drafted to address inclusion/exclusion for the group
- As a public policy manager/decision-maker, what are some potential sources of conflict related to this group in the workplace?
- As a public policy manager/decision-maker, what are potential sources of conflict related to implementation or enforcement of policy related to this group?

Engage around a policy issue or dilemma
- Find a short magazine or newspaper article about a real life situation related to this group. Have the class identify the major issue raised by the article, discuss the perspectives of a policy-maker, the perspectives of stakeholders and the perspectives of those who may not agree with the policy or decision.
- Find a case study related to the group and public policy
- Be creative

**Final Paper**
A final paper is required at the conclusion of the quarter. The paper is an opportunity for you to reflect on course objectives and comment on how your knowledge or understanding about diversity in public policy has been impacted during the course. The paper should include reflections about the topics discussed during the quarter and their relevance to your professional aspirations.

I have outlined a couple of ways for you to meet the paper requirement. One option is to write a summary paper that includes your observations and reflections about one or more of the topics covered this quarter. You should reflect on what was read that week, what we covered in class and any unanswered questions you might have about the topic(s).
You should tell me how you think you might encounter this topic in your professional life.

The other option is to collect information about and prepare a brief summary of a contemporary policy issue on diversity in a public agency. The issue must be one that was been covered in a newspaper or magazine article in this past calendar year (1/1/2015 – 12/31/2015). The agency can be at any level of government – city, county, state, federal. The dimension of diversity can be one that is of interest to you.

This paper should be at least 5 and no more than 10 pages. **It should be submitted to me by email at Sheila.EdwardsLange@seattlecolleges.edu no later than 5pm on Tuesday, March 15th.**
Class Schedule

Week one - January 5, 2016

- Course overview & difficult dialogues
- Critical course concepts
- Diversity as broader than race/ethnicity
- Changing demographics in the United States

Reading

Week two – January 12, 2016

- African Americans and the Civil Rights Movement

Reading
1. Frederick Douglass “What to the Slave is the Fourth of July?”
2. Martin Luther King “I Have A Dream”

Week three – January 19, 2016

- Understanding Tribal Sovereignty and Indian Education Policy

Reading
1. Centennial Accord between the Federally Recognized Tribes in Washington State and the State of Washington
2. Treaty of Point Elliott, 1855
Week four – January 26, 2016

- Debunking myths of the “model minority”, the Asian/Pacific Islander experience
- Understanding disaggregation issues

Readings

Week five – February 2, 2016

- Latino Politics and Perspectives

Readings

Week six – February 9, 2016

- Evolution of affirmative action policies and state voter initiatives
- Washington’s Initiative 200
- Racial Impact Tools

Reading
4. Full text of Washington’s Initiative 200
6. Racial Equity Impact Assessments: An Overview
7. King County Equity and Social Justice Annual Report
8. King County Equity Impact Review Tool

Week seven – February 16, 2016

Panel discussion followed by time dedicated to working on group projects.

Week eight – February 23, 2016

- Group Presentation on Religious Issues and Public Policy
- Group presentation on Disability Issues in Public Policy

Reading
6. Browse the U.S. Department of Justice website section on enforcing the ADA. http://www.ada.gov/enforce_current.htm
Week nine – March 1, 2016

- Group presentation on GLBT Issues in Public Policy
- Group Presentation on Gender and Public Policy

Reading
4. U.S. Government Accountability Office Report to Congressional Requesters (2004). Gender issues: Women’s participation in the sciences has increased, but agencies need to do more to ensure compliance with Title IX

Week ten – March 8, 2016

- Course conclusions and observations
- Course wrap-up and evaluations

This last class will be a class potluck. In addition to wrapping up the individual presentations, we will spend the time reflecting on the relevance of course reading and discussions in different policy settings and decision-maker positions.