Syllabus

ARIZONA STATE UNIVERSITY             SCHOOL OF PUBLIC AFFAIRS

PAF 549: Diversity Issues And  Public Policy
Advanced Seminar
Fall Semester 2004

Dr. Nicholas Alozie                     Venue: LL 106
Office: 207A Wilson Hall                Time : 5:40-8:30 PM Tue
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Objectives of the Course

Women, Racial/ethnic minorities, and other groups previously excluded from much of America’s social life are increasingly becoming a force in American political life. From city councils to mayoralties, state legislatures and governorships, the courts, bureaucracies at all levels, and to the federal system, women, minorities and other policy entrepreneurs continue to push for what many call “minority policy concerns” through all stages of the policy process—agenda setting, policy formulation, implementation, and evaluation.

This course, an advanced seminar in public policy, illuminates the role of women, blacks, Latinos, Native Americans, Asians and other sub-groups in the policy arena. Our goal is to address several major questions, including: (a) Is it true that there is a minority policy perspective? (b) If there is a minority perspective, does that include women or do women speak in a completely “different voice?” (c) Do all minority groups identify with such a perspective? (d) Do these policy perspectives engender differing policy priorities and what are those priorities? (e) How have these groups sought to influence the policy agenda? (f) Does the minority community put forth a united front in seeking to influence the policy agenda? (g) Does the presence of women and minorities in policy institutions affect the process or outcome of policy? (h) What are some of the most significant legislations/policies affecting women and the minority community and how have they been interpreted over the years?

Required Readings

There is no textbook for this course. The issues to be addressed in the course are broad and complex. Single-perspective texts are of little value. In order to bring the proper balance to the material, readings have been carefully selected. Students are encouraged to follow current events/news on diversity matters and to bring matters to class for discussion. The bulk of the course centers on the articles and materials listed for discussion for each class meeting.
Course Requirements

Each participant will prepare a research paper on a topic relevant to the subject of diversity and public policy. I expect this to be a high-quality, empirical analysis. The paper should be 25-30 pages in length, well-researched, documented, double-spaced, referenced, with tables, figures, and so on. All projects should show originality and must be done only on topics approved by the instructor. Papers should be organized showing the major thesis, the relevant literature, research methodology, findings, and conclusions/implications. The final grade will be computed as follows: class attendance and participation, 30%; research project, 70%.

Class participation requires both respect for other people’s views and informed opinions based on the readings. This is one of those courses where one tows the line between political correctness and the need to not sanitize the material so much that it becomes useless as a learning device. We’ll try our best to tow that line.

Honesty: Plagiarism is the act of taking ideas and/or written statements from another and passing them off as one’s own. Examples of this are failing to cite a source for statements used in a paper and failing to signify a quotation through the use of quotation marks. Anyone engaging in this intellectually dishonest practice will receive a grade of "F" for the assignment in which it occurs. If you are uncertain of the meaning of this policy, please contact the instructor.

COURSE OUTLINE

August 24/31  Introduction
Assigned: None

PART ONE:
The Historical Bases of Group Demand Protest

September 7  Native Americans (American Indians)
Assigned:
* "Indian Policy History" compiled (1991)

**September 14  Blacks (African Americans)**
Assigned:
* Vargas JC. The inner city and the favela: transnational black politics RACE & CLASS 44 (4): 19-40 APR-JUN 2003

**September 21  Latinas, Chicanas, Hispanics**
Assigned:

**September 28  Asians**
Assigned:

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**October 5/12  Women (“in a different voice?”)  
Assigned:**

October 19 Gays and Lesbians
Assigned:

PART TWO: Diversity And The Policy Agenda

October 26/Nov 2
Assigned:
* Joane Nagel. "The Political Mobilization of Native Americans." The Social Science

**PART THREE**

The Consequences of Women and Minority Demand Protests
(representative bureaucracy, civil rights laws, reverse discrimination)

November 9 Policy Responses
Assigned:
November 16  Dealing With Access and its Impediments
Assigned:

November 23  Representative Bureaucracy
Readings:

November 30  Seminar on Emerging Issues and Questions
Readings:

December 7 Recap
RESEARCH PAPER DUE
Gender, Race, and Ethnic Policy Issues

Affirmative Action (Preference, Quotas, Set-Asides)
Residential Segregation
Criminal Justice (Racial Profiling, Punishment/Sentencing, Incarceration, Capital Punishment, Jury Selection, Differential Enforcement—e.g., Crack vs. Powder Cocaine.
Reverse Discrimination ("the angry white male")
Institutional Discrimination
Sexual Harassment
Religion (Islam, Jew, etc) Hate and hate crimes
Glass Ceiling
Education –Admissions, Graduation , Standardized Tests
Economics –Hiring, Firing, Promotion, compensation, poverty, wage discrimination
Nationality and Americanism --Questioning Loyalty
Sexual Orientation (Gay and Lesbianism)—defense of marriage act, “don’t ask, don’t tell”
Morality vs. Civil Rights—marriage adoption, taxes, partner benefits
Reproductive Rights (Abortion)
Political Representation (Representative Bureaucracy)
Health Care –Access, differential care
Equity (Life expectancy and Social Security benefits)
Immigration and family reunification, differential treatment
Language (English Only)
Sovereignty (Reservation vs. Non-Reservation Indians)
Gaming Rights
Differences in urban service delivery
Women/minority business ownership
Access to credit/finance
Mortgage discrimination
Red-lining in service delivery
Environmental justice
Child support
Domestic violence---battered women
General Reference Materials (Bibliography)


WOMEN’S RIGHTS

*Defense of Marriage Act (DOMA)


**EDUCATION**


**HEALTH**


United States Senate Committee on Appropriations, Subcommittee on Departments of Labor, Health and Human Services, and Education, and Related Agencies. 1996. Women's Health Issues: Special Hearings. May 6-November 15.


WORK


Cahn, Ann Foote, ed. Women in midlife--security and fulfillment: part. 1, A compendium of papers. United States House Select Committee on Aging, Subcommittee on retirement income and employment. 95th Cong., 2d sess.


**SEXUAL HARASSMENT**


INCOME SUPPORTS


Spalter-Roth, Roberta, and Heidi Hartmann. 1994. “AFDC Recipients as Caregivers and Workers.” *Social Politics* 1, 2.


**WAR, CRIME AND PEACE**


**General Reference Materials (Bibliography)**

**ASIANS AND PUBLIC POLICY**


Asian American History and Community: Selected Readings


**Journal Articles (selected)**


