**MANA 5332: Diversity in Organizations**

Fall 2014

**Instructor(s):** Myrtle P. Bell, Ph.D.

**Office Number:** 214 Business. Please do not slip assignments under the door.

**Office Telephone Number:** (817) 272-3857. Email is the best way to reach me.

**Email Address:** [mpbell@uta.edu](mailto:mpbell@uta.edu). Official correspondence, including additional readings and changes to syllabus, will be sent to you at your mavs.uta.edu e-mail address so check it regularly. The UTA help desk (817 272-2208) can help you with gaining access to your e-mail account if you do not have it already. For grade inquiries you must e-mail from your UTA account.

**Read this syllabus carefully, as it includes a great deal of information on the course requirements.**

**Dr. Bell’s faculty Profile:** <https://www.uta.edu/profiles/myrtle-bell>

**Office Hours:** Mondays 5:30 – 6: 20, except exam days (Oct 6, Nov 10) and other days as announced. Other meeting times by appointment. Please e-mail to schedule alternate meeting time if needed.

**Section Information: MANA 5332 001**

**Time and Place of Class Meetings:** Monday 7 to 9:50 p.m., 140 Business.

**Description of Course Content:** The purpose of this class is to introduce students to theoretical and practical ideas about *diversity in* *organizations*, increase understanding of the concept of diversity in organizations, reduce discrimination, and increase fairness and equality to employees, applicants, and customers. It will improve students’ ability to understand and address diversity as a manager and employee. Research relevant to organizations, and many functions within organizations including human resources (recruitment, selection, training and development, performance management and evaluation, safety and health, etc.), marketing, and customer relations will be discussed. We will learn about historical bases of diversity in the U.S. and in U.S. organizations, about inter- and intra-national diversity, about legislation related to diversity, and about trends in diversity from a variety of sources. This is not a diversity-training course, although some course concepts will be useful for those interested in diversity training.

This class will be partly conducted as a **seminar**, which requires students to come to class prepared to contribute to discussions, ask questions, and discuss the material. **Remember: 3 for 1**. A general rule is that students should prepare and study 3 hours outside of class for each 1 hour of class time (don’t laugh! It works very well if you do it with 9 of the 168 hours in each week). Much of your learning of the material will occur during this time. We will not cover all material in the book, and students are responsible for the material in the chapters and should ask questions if items in the book are unclear. There is a lot of material, so be sure to keep up.

In studying and discussing the material, learning to couch our individual experiences and anecdotal evidence against data and research is an important part of the diversity-learning experience. As graduate students and managers, managers to be, executives, or entrepreneurs, it is important to also learn how to manage and embrace the diversity of employees, applicants and customers. It is also important to understand how diversity may affect us and individuals and how to use our diversity and multiple-group memberships in positive ways.

Diversity in organizations is a broad topic, affected by many issues *outside* of organizations, including historical views of men’s and women’s roles (societal norms, socialization), legislation, demographic trends, and other complexities of diversity issues. As historical foundations and perspectives provide the opportunity to level-set and increase understanding of present day issues, some of these issues will be covered as well. We will spend time investigating stereotypes and myths, and will use data to help dispel them.

For those of you who are currently employed or have ever worked, make notes of examples in your workplace of the diversity concepts addressed in this course. Use what you’re learning to help your organization function better and to increase equality, diversity, and inclusion in the organization.

**Required Textbooks and Other Course Materials:**

Bell, M. P. 2012. *Diversity in Organizations* (2nd Edition). Mason, OH: Southwestern Publishers. Book also on reserve in the Central Library.

**Optional Texts:**

The following two inexpensive paperback books are optional and may be of interest to those who are particularly interested in the topic and would like to do some additional reading.

Russell-Brown, K. (2009). *The Color of Crime* (2nd Edition). New York University Press.

ISBN-10: 0814776183 | ISBN-13: 978-0814776186.Classic book by University of Florida law professor addresses racial profiling and attitudes toward race and blackness that also affect hiring decisions and attitudes toward and treatment of Black customers and employees. Introduction and chapters 1, 2, and 4 are particularly relevant. Dr. Russell-Brown spoke at UT Arlington in 2013. **Who is coming this year that you can hear and learn from?**

Takaki, R. 2008 (Revised edition). *A different mirror*. New York: Back Bay Books.

ISBN-10: 0316022365 ISBN-13: 978-0316022361. Seminal book by Dr. Ronald Takaki, founder of University of California Berkeley’s Black Studies program provides rich details on the history of numerous racial and ethnic groups in the United States. Dr. Takaki visited UT Arlington in 2008. **Who is coming this year that you can hear and learn from?**

**Attendance:** At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance at each class period.

Absence, excessive tardiness, leaving class or returning late from breaks, being inattentive (e.g., web surfing,

texting, having private conversations) or failing to participate will be reflected in grades. Following is the schedule for

point reductions for excessive events.

|  |  |  |  |
| --- | --- | --- | --- |
| 0 to 2 events | 0 points | 4 events | T8 points |
| 3 events | 4 points | 5 events | 10 points |

More events will be factored accordingly. Early departures/late returns from breaks will count as partial events. Prioritize your class attendance and participation. You will learn so much more if you do.

**Standards of Classroom Behavior and Interactions**

At times, some of the course material may make us uncomfortable, nervous, angry, guilty, or other emotions. It is therefore very important for us to be sensitive to and respectful of each other and the topic at all times. We are all different and contribute to the diversity in our society and workplaces. We are also all products of the environments in which we grew up, have visited, and currently live. We have been exposed to many images and messages that have shaped our beliefs, sometimes erroneously (e.g., stereotypes, prejudice, fears). In this class we will learn and grow from each other, as well as from the course content. Discussing topics and ideas does not mean we espouse them, nor does it mean we are racist, sexist, heterosexist, homophobic, or other hold ‘isms’. We will ground our discussions **with data, and most importantly, we will be respectful of each other and the topic at all times.**  If the line of respect is crossed, I will ask for and appreciate your help in turning around and learning from the experience.

Other points about class conduct, learning, and interactions[[1]](#footnote-1):

1. Together, we are here to learn about very complex issues that have plagued society, in one form or another, since the beginning of civilization.

2. We all have some prejudices or biases against some thing, group, or individual.

3. We all have experienced some level of prejudice.

4. We all have of some lack of knowledge concerning another group or class of people. No one in the class knows everything there is on issues related to diversity, so it is expected that we come to class with an open mind. Learning that some things we believed we knew were not accurate can be very eye-opening.

5. Learning about diversity issues occurs in a supportive environment, where there is a climate of openness and trust, thus, we will try to discuss honestly our experiences and feelings without fears of being judged, stereotyped, or categorized.

6. Some of the readings, discussions, and presentations in this course will trigger a wide range of emotions-- some of which may be painful or uncomfortable to explore, but exploring these feelings will probably be the greatest catalyst for our growth and development.

7. Students should view expression of alternative viewpoints as an inevitable, necessary, and important part of education about diversity in organizations. Part of a student's learning in this course involves awareness of and understanding of various viewpoints and gaining awareness about one's own point of view.

8. Many students notice that they become acutely aware of diversity issues in and outside of class over the semester. Some students mistakenly believe that they are becoming more prejudiced, intolerant, etc. because of their class learning. What's actually happening is that students are becoming more aware of things that have always been present, but that they haven't been attuned to. This is part of the learning process.

9. Respect people's confidentiality outside of this class. Please mask the identity of individuals who may have been involved in a conversation when discussing the class with those who are not enrolled.

**ELECTRONIC DEVICES IN THE CLASSROOM**

Cell phones must be turned off and put away (not be left on the student's desk, lap, or within sight) during class time. iPads and laptops must be used only for note-taking, not surfing the web, sending messages, or other measure, which is distracting, rude, and will negatively impact learning and grades. Research suggests that, when possible, **writing notes** during class, rather than using the computer for note-taking, improves comprehension and retention. See following article on this topic:

<http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>

**Please do not record classes.**

**Student Learning Outcomes**

Upon completion of the course, students should have a thorough understanding of diversity in organizations. Specifically, students should:

1. be able to identify and explain the commonly studied areas of diversity and discuss their interactions with one another.

2. be able to discuss the legislation and acts that are related to diversity in organizations and explain the historical and current legal and social issues that affect today’s workers and organizations.

3. demonstrate understanding of factors related to the management of diversity in organizations.

4. be able to express the importance of diversity in organizations to all workers.

5. be able to explain research results relevant to key areas of diversity in organizations.

6. be able to describe and dispel common myths and misperceptions about diversity in organizations.

If you allow it, you may well learn more interesting and useful information in this class (that will help you both inside and outside of work) than you have in any other class you’ve taken in the past. You will see diversity every day, every where.

**FORMAT**: The course will be largely a discussion format, and will include readings, cases, in-class exercises and outside assignments, film, and interaction. Students must come to class prepared to participate in discussions, having read all assigned readings and supplemental materials as required, and completed all assignments in the proper format. Have all assigned material completed on time. We will discuss readings, assignments, and current events in class. We will **not** cover all or most of the material in the book; however, you are responsible to keep up with and will be tested on the material and chapters.

This will be a rigorous and demanding course, but hopefully also enjoyable, interesting, and useful. Having taken previous introduction to management, organizational behavior, sociology, and/or psychology courses is helpful to students.

**Grading**: **Any changes will be announced in class and communicated via the official uta email accounts.**

**Descriptions of major assignments and examinations:**

**1.** **Exams (45 points each)**

There will be one exam during the semester and one final exam. Exams will consist of short answer, essay, case, multiple choice, and/or fill-in the blank questions. Students will be required to demonstrate knowledge and understanding of course concepts, including the ability to apply knowledge from the classes, readings, assignments, exercises, viewing materials, and textbook and a knowledge of vocabulary. Most of the material will build upon other material (legislation, historical aspects, for example), so be sure to keep up and to ask questions if you are unsure about something.

The final exam is semi-comprehensive and includes recurring, important themes (e.g., Cox and Blake’s ideas about valuing diversity; theories, laws, etc.), along with new material and some material from the syntheses.

**2. Quizzes (15 points each)**

There will be three 15 point quizzes during the semester over the chapter material, readings, and other covered material. The questions on the quizzes will be designed to encourage students to read the material and come prepared for classes. The lowest grade of the quizzes will be dropped. There are **no makeup quizzes**, so if you miss a quiz, that will constitute your dropped quiz. If you miss two quizzes, at least one quiz will be recorded as a zero.

**3. Research Article Synthesis and Presentation (15 points)**

The purpose of this assignment is to help students learn how to find and assess quality research related to diversity in organizations. If you are interested in human resources as a field, choose an article related to selection, performance evaluation or some other HR area. If your field is healthcare, choose an article in that field. Communication or journalism majors might choose one on the media and attitudes about diversity areas (such as racial profiling).

Choose a recent **empirical** (that tests hypotheses or presents data) article from a new high quality academic journal to **summarize and discuss in class** (see list of some target journals at end of syllabus; choose your journal and article carefully). **You will informally present and discuss the article during class on your assigned day.** The article and presentation should focus on the research and theories (discussed in paper, or other relevant ones) related to the study of diversity in organizations, not opinions. Choose an article that will allow you to do items 1-4, below well.

The article must have been published between 2011 and 2014. Use the library search engines to find an article of your choice that focuses on one of the focal groups or topics in the text (see syllabus for dates and topics). In **less than 3 double-spaced pages,**

1. Summarize the chosen article, perhaps similar to the summaries used in the text for Research Summary, 4.1, 4.2, 5.1, or 5.2, or others in the book. There will likely be terms that you do not understand in the article, especially in the sections describing how the quantitative tests were done. Do not be concerned with this. The summary should describe the gist of the paper, hypotheses, data reported, findings or results, conclusion.
2. Make sure you describe the sample (people who are used to test the hypotheses; are they undergraduate students, working adults, etc. What are their race, ethnicity, age-range, etc., that the authors provide?).
3. What are the a) strengths and b) weaknesses of the article? [An example of a strength could be a diverse sample, a very large national sample, or a good field setting—a real organization. A weakness could be a student sample or a homogeneous sample, for example.]

4. Why is this article relevant to the course content? What are the practical implications for diversity in

organizations (what does the study mean for diversity management?) What could you, as an organizational

manager do about the results or similar results in your organization? Make sure you think carefully about

this, given what you are learning about diversity in organizations, including the historical context relating to

the issue, people’s attitudes about it, and other relevant factors.

5. Include a discussion of why you found this research to be interesting.

**NOTE:** Email the PDF of your chosen article **and** your synthesis of the article to [mpbell@uta.edu](mailto:mpbell@uta.edu) by 5 p.m. CST on the **Saturday before** class on Monday. 20% of grade will be deducted for articles received after 5:00 p.m. CST. After 6 p.m., CST, another 20% will be deducted, etc. Articles will be graded on the required areas of coverage above, plus mechanics, such as spelling, word usage, and grammar. Make sure your work is free of issues related to them.

In addition to the email, on Monday, at the start of class, turn in both a hard-copy of the original article (double-sided is fine) and your summary by the **required date (s)**. You will discuss the article and the summary points during class.

**3. What a Surprise! Papers ( 5 points each; at least 3 papers will be picked up)**

Read and think about each chapter carefully. Consider the similarities and differences with previous chapters and/or with your perspectives prior to reading the material and the research reported. For each chapter, students should answer the question: “What have you learned that was a surprise to you?” If nothing surprises you about the chapter, choose what may surprise someone with less knowledge of the topic and answer the questions accordingly. In your answer, you may say that this did not surprise you, but you are choosing something that you think may surprise someone with less knowledge of the topic. **Make sure you choose something of clear import to organizations in which one might work or that affect or are affected by the topic chosen.** Use the following **numbered** format:

1. Explain what was surprising.

2. Identify where in the chapter you found the concept (the page and paragraph of the sentence in which the idea is presented or described). If you have an “e-book” explain to the best of your ability where this is found.

3. Explain why this is surprising to you and what your thinking is or was about the concept (prior to reading it). **Discuss.**

4. a) Why is this important to organizations, and b) What can human resources managers or other leaders in organizations do about this issue (if appropriate), or other diversity issues, perhaps in previous chapters, relevant to it in this chapter?

**This exercise should be type-written (printed out) and should have a cover sheet with your name and the Chapter # on the cover sheet.** Each paper should be no more than 1 single-spaced page and should be thoughtful, and free of spelling, word usage, and punctuation problems. They will be graded on a 1, 3, and 5 point basis. **Be sure to include a cover-sheet so that your work can be easily returned with the grade written in the inside.**

Each student will need to complete this exercise for each chapter, bring a copy of it (for the prior and current week’s classes), and be prepared to discuss it in class. At least three of these papers will be picked up and returned during the semester, and others will not. **We will discuss these papers each week**, and use this as a means of getting through some of the chapter material. Do not be late to class to complete your surprising statements as this is counterproductive.

**Sample “What a Surprise” statement (unbelievable example, intentionally, only for purposes of demonstration):**

1. I was surprised to learn that occupations that are male-dominated include police and firefighters.
2. This was found on page 290, in the last two lines. “Occupations that are male dominated include protective services (e.g., police and firefighters), crafters (e.g., carpenters, electricians, and plumbers), etc….
3. Male-dominated occupations are those that are comprised of at least 70% men job incumbents. I was surprised to learn that police and firefighting are male-dominated because I thought that police and firefighters would be about evenly split between men and women. Since females are socialized to be care-givers, police and firefighters seems like a natural career for them. I do not understand what keeps women from entering these fields, which can be highly paid, have good benefits, etc.
4. This information is important to cities to know because they could benefit by including women as police and firefighters. On page X of the book discusses some of the benefits of having women as police officers (explain your reasoning for your comment). Human resources can make concerted efforts to recruit women as firefighters and police officers. These efforts might include (how might they recruit them?). They can also work to retain women by (how might they retain them?). **Note:** This is the most important part of the assignment. What are your suggestions to deal with the fact that police and firefighting are so male-dominated?

**Points possible:**

2 – 45 point exams each 90

2 – 15 point quizzes 30

1 – Research article 15

3 – What a surprise homework (at least 3) 15

Points possible (minimum) 150

**Overall Course Grading**

A: 90% or more

B: 80 to 89.9%

C: 70% to 79.9%

D: 60% to 69.9%

F: <60%

**Make-up Exams:** Make up exams are given at the instructor’s discretion on the Friday of the last week of classes. There are no makeups for missed quizzes or other exercises that were late or missed. Try very hard not to miss exams. I will try very hard not to change the exam dates that are on the syllabus.

**Expectations for Out-of-Class Study**: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located near the elevators on first floor. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Writing Center.** **:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://owa.uta.edu/owa/luket@exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**Librarian to Contact:** The following librarians are available to help with research:

Carol Byrne, Business Librarian Ruthie Brock, Business LIbrarian

Central Library, 410 (office) Central Library, 410A (office)

[cbyrne@uta.edu](https://owa.uta.edu/owa/mpbell@exchange.uta.edu/redir.aspx?C=1F2guLspUkS1bwMw3RmIWjmFPNixj9FIoV2sHQ8iy7cNbRfsDZ1etyCaC6tIpQ_OJ5BH4HYpMsA.&URL=mailto%3acbyrne%40uta.edu) (817) 272-7437 [brock@uta.edu](https://owa.uta.edu/owa/mpbell@exchange.uta.edu/redir.aspx?C=1F2guLspUkS1bwMw3RmIWjmFPNixj9FIoV2sHQ8iy7cNbRfsDZ1etyCaC6tIpQ_OJ5BH4HYpMsA.&URL=mailto%3abrock%40uta.edu)   (817) 272-7152

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

For non-emergencies, contact the UTA PD at 817-272-3381.]

**COURSE SCHEDULE** (tentative schedule is subject to change; changes will be announced in class and via official UTA email. I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in the course.)

Note overlaps of chapters during many weeks, which allows for more or less time as needed for a particular topic.

Weeks 1 and 2 Introduction to Diversity in Organizations

Aug 25

Changing demographics:

<http://www.nytimes.com/2013/06/13/us/census-benchmark-for-white-americans-more-deaths-than-births.html>

Question to consider: *What does this mean for diversity in organizations?*

Learning to see things through diversity lenses:

Subway commercial: <http://www.youtube.com/watch?v=zF52V9gE8qE>

Question to consider: *What helpful and detrimental messages may be sent with this commercial?*

*What commercials have you seen that do a good or not so good job with diversity?*

Wells Fargo: <http://www.usatoday.com/money/industries/banking/story/2012-07-12/wells-fargo-fine-discrimination-settlement/56170446/1>

Questions to consider: *Why might such kinds of things occur in organizations? What kinds of checks*

*and balances might organizational managers employ to prevent such things?*

*How does losing one’s home to foreclosure affect the accumulation of*

*wealth?*

Dallas 911 Operator Fired for Racist FB posts: <http://www.dallasnews.com/news/local-news/20130605-dallas-911-operator-fired-after-racist-facebook-postings.ece>

Question to consider: *How might such beliefs affect responses to emergency calls? What impact would having a “social media” policy have in these types of situations? What about the lack of Spanish speakers on duty?*

Inequality is: <http://inequality.is/> This is an interesting site by the Economic Policy Institute that shows the influence of some demographic factors and education on one’s income.

Questions to consider: *What other factors not included influence income? Which of the influences*

*used in this exercise are “merit”-based?*

Chapter 1

Week 2 Labor Day: Study, study, and read ahead. Put your “diversity hat’ on as you shop, eat out (Whom do you see working? In which jobs in which restaurants? Who is completely absent?), and watch tv (don’t watch too much, though, and be very careful about whom you watch. **Although we are not having class, include the 9 hours of study for this week as well.**

**Homework**: For Week 3, consider what about you makes you who you are, including visible and invisible factors that are important to you. If you were describing yourself to others, what would you say? What would others say when describing you?

**Homework**: For Week 3, go to **Project Implicit** website at

<https://implicit.harvard.edu/implicit/>, then click on the Demonstration box on the left side of the page to take **at least 3** tests of your choosing.

Print out results of each test and bring to class for week 3 (not to turn in—these are for your use only).

Question to consider: *What tests did you choose? Why? What do you think about the results? Are*

*they surprising or what you would have expected? How might one’s results affect one’s actions as a manager?*

***Additional Readings:***

More research on implicit association from *Scientific American*:

<http://www.scientificamerican.com/article.cfm?id=how-brain-views-race>

How Facts Backfire:

<http://www.boston.com/bostonglobe/ideas/articles/2010/07/11/how_facts_backfire/?camp=misc:on:share:article>

Question to consider: *What are some take-aways from this article for this class? For our consumption of other sources of information?*

Sept 8

Week 3 Discussion of Week 1 and 2 material, readings, and Project Implicit results.

Chapter 2: Theories

***Additional Reading****:* <http://www.eeoc.gov/eeoc/newsroom/release/11-15-11a.cfm>

**Homework:** Spend some time scrolling through eeoc.gov to look at laws, case filings, and decisions.

Drug testing v stereotyping: <http://mic.com/articles/89409/new-study-finds-unlikely-beneficiaries-of-drug-testing-black-men>

Chapter 3: Legislation Note: If you **have not** had previous exposure to HR-related legislation, spend quite a bit of time with this material.

Question to consider: *What things constrain the effectiveness of laws in affecting behavior in organizations? In*

*what ways are some organizations even more inclusive than required by law?*

Week 4 Chapters 3 and 4

Sept 15

Week 5 Chapter 4: Blacks/African Americans

Sept 22

***Additional Reading/Viewing:***

1. Why is the NYPD after me?

<http://www.nytimes.com/2011/12/18/opinion/sunday/young-black-and-frisked-by-the-nypd.html?_r=1>

1. Ramarley Graham shooting by NYPD:

<http://www.nytimes.com/2012/06/14/nyregion/officer-pleads-not-guilty-in-ramarley-graham-shooting.html>

Note mentions of Amadou Diallo, Sean Bell.

**Homework**: Search the web for news of Amadou Diallo, Sean Bell, and Ramarley Graham.

3. Judge rules “stop and frisk” unconstitutional.

<http://www.cnn.com/2013/08/12/justice/new-york-stop-frisk/index.html?hpt=hp_t2>

4. History

<http://www.huffingtonpost.com/2014/08/16/melissa-harris-perry-black-men-killed-by-police_n_5684588.html>

Questions to consider:

1. *What individual, organizational, and societal consequences are there associated with people’s fear and distrust of the police?*

2. *What individual, organizational, and societal consequences are associated with people’s fear and distrust of Black men?*

3. *What are some recommendations to help policing organizations address racial profiling?*

4. *What are your recommendations to help organizations address stereotyping of and discrimination against black men?*

Viewing: “True Colors,” “Under Suspicion,”

Profiling settlements:

Macy’s Herald Square, NYC [http://www.cnbc.com/id/101933055#](http://www.cnbc.com/id/101933055).

Barney’s, NY <http://www.theguardian.com/world/2014/aug/11/barneys-racial-profiling-settlement>

Questions to consider: *What kinds of organizational consequences are there of watching certain customers and ignoring others? What does research say about retail theft? What kinds of plans might retail entities employ to deal with this kind of behavior?*

“A Girl Like Me” <http://www.youtube.com/watch?v=17fEy0q6yqc>

Question to consider: *What are some consequences of* ***internalized racism****? What other internalized “isms” likely exist? How might those “isms” affect organizations?*

Week 6 Chapter 5: Latinos/Hispanics

Sept 29 Chapter 6: Asians and Asian Americans

Questions to consider: *Why are Hispanics often perceived to be immigrants? What factors cause differences among immigrants in their organizational experiences?*

Review: <http://www.cnn.com/2013/08/12/justice/new-york-stop-frisk/index.html?hpt=hp_t2>,

See also Research summary 5.3.

Viewing: “The Longoria Affair”

Questions to consider: *Were you aware of the Longoria affair? Were you aware of other negative events in Latinos’ history in the U.S.? Which ones? What similarities and differences exist between Latinos and Blacks in U.S. history and current status in organizations and society?*

**Additional Reading,** on bilingualism:

<http://www.nytimes.com/2011/05/31/science/31conversation.html?_r=0>

**Additional Reading:**

1. Why Vincent Chen still matters:

<http://www.nytimes.com/2012/06/23/opinion/why-vincent-chin-matters.html?_r=2&hpw>

*Japanese or Chinese?*

2. Papa John’s apologizes for receipt:

<http://www.cnn.com/2012/01/08/us/new-york-papa-johns-receipt/index.html?hpt=hp_bn1>

**Additional Reading:** <http://well.blogs.nytimes.com/2013/07/25/when-the-patient-is-racist/>

Questions to consider: *What are the moral and ethical issues associated with this article? What are some recommendations of ways to deal with it? How does this story tie in to the nursing home case in Chapter 6? What similarities and differences are there? What about when the patient is sexist?*

*What similarities and differences exist among Blacks, Latinos, and Asians in U.S. history and current status in organizations and society?*

Week 7 **Exam 1**

Oct 6 Chapter 6: Asians and Asian Americans

Chapter 7: Whites/Caucasians

<http://m.xojane.com/issues/white-privilege-ferguson> *White privilege from a parent’s view.*

Questions to consider: *What are some similarities and differences between Peggy’s McIntosh’s list of “white privileges” and this one? What are some clear organizational diversity issues in both lists, and what can be done with respect to them*?

*How does class, or SES, relate to and affect the “white privilege” these authors discuss? What kinds of multi-*

*group memberships affect whites, and their experiences with and interactions regarding diversity in*

*organizations?*

Week 8 Chapter 7: Whites/Caucasians

Oct 13 Chapter 8: American Indians, Alaska Natives, and Multiracial Group Members

<http://www.nbcnews.com/id/33332436/ns/us_news-life/t/interracial-couple-denied-marriage-license/#.U_pzPxEg99A>

Week 9

Oct 20 Chapter 9: Sex and Gender

Viewing, “The Fairer Sex”,

<http://www.slate.com/blogs/lexicon_valley/2014/08/14/child_interruption_study_boys_learn_to_interrupt_girls_as_young_as_4_years.html>

<http://www.slate.com/blogs/lexicon_valley/2014/07/23/study_men_interrupt_women_more_in_tech_workplaces_but_high_ranking_women.html>

Miss Representation: (click on video to watch trailer) <http://www.missrepresentation.org/the-film/>

Raver, J. L., & Gelfand, M. J. (2005). Beyond the individual victim: Linking sexual harassment, team processes, and team performance. *Academy of Management Journal,* 48: 387-400.

Questions to consider:

*Do you know someone who has been sexually harassed? What were the individual and organizational effects of this? Did the harassed individual complain about the harassment?*

Week 10 Chapter 9: Sex and Gender

Oct 27 Chapter 10: Work and Family

Questions to consider:

*How do societal gender roles affect women, men, families, and organizations? What can organizations do to minimize the effects of gender and gender roles on individuals’ careers and the organizations in which they work or wish to work?*

Week 11 Chapter 10: Work and Family

Nov 3 Chapter 11: Sexual Orientation

John Browne, Former CEO of BP, on Being a Closeted Executive

<http://www.nytimes.com/2014/06/28/business/john-browne-former-chief-of-bp-on-being-a-closeted-executive.html?smid=fb-share&_r=0>

On Tyler Clementi’s suicide and “coming out” for parents

<http://www.nytimes.com/2012/08/25/nyregion/after-tyler-clementis-suicide-his-parents-make-painful-changes-in-the-search-for-why.html?pagewanted=1&_r=1>

Week 12 **Exam 2**

Nov 10 Chapter 11: Sexual Orientation

Chapter 12: Religion

EEOC Case: <http://www.eeoc.gov/eeoc/newsroom/release/9-1-10.cfm>

Week 13

Nov 17 Chapter 12: Religion

Chapter 15: Weight and Appearance

<http://www.armytimes.com/article/20140812/NEWS07/308120068/Hagel-changes-hair-policy-after-controversy>

Questions to consider: *How can religion affect appearance?*

*In what other ways could appearance requirements at work be discriminatory?*

*How does weight similar to and different from other aspects of diversity?*

Week 14

Nov 24 Chapter 13 Weight and Appearance

Chapter 13: Age

**Additional Reading**: <http://well.blogs.nytimes.com/2013/05/23/disability-and-discrimination-at-the-doctors-office/>

Dec 1 Last Class Day

Week 15 Chapter 14 Physical and Mental Ability

ADA and HIV: <http://www.ada.gov/aids/ada_q&a_aids.htm>

<http://breakingprejudice.org/teaching/video-clips/ableism.html>

Review and Synthesis

**Quiz**

Dec 8 Final Exam Week

Week 16

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**Target Journals for Empirical Articles for Research Article Syntheses** (note these are just suggestions; other sources may be used, including many of those referenced throughout the text)

*Journal of Applied Psychology*

*Journal of Managerial Psychology*

*Career Development International*

*Journal of Applied Behavioral Science*

*American Behavioral Scientist*

*Human Resource Management*

*International Journal of Human Resources*

*Personality and Social Psychology Bulletin*

*Journal of Vocational Behavior*

*American Journal of Sociology*

*Journal of Management, Spirituality, and Religion*

*Journal of Experimental Social Psychology*

*Journal of Social Issues*

*British Journal of Management*

*Social Science Quarterly*

*Review of Black Political Economy*

*Journal of Personality and Social Psychology*

*Personnel Psychology*

*Journal of Criminal Law and Criminology*

*Communication Research*

*Justice Quarterly*

*Qualitative Sociology*

*The Counseling Psychologist*

*American Journal of Public Health*

*Psychology of Women Quarterly*

*Group and Organization Management*

*Journal of Social Issues*

*Journal of Educational Psychology*

*Disability Studies Quarterly*

*Journal of Consumer Marketing*

*Journal of Public Policy and Marketing*

*Employee Relations Law Journal*

*American Economic Review*

Extra curricular activities (these are scheduled as of time of the construction of the syllabus. See respective web-sites for additional items):

**Center for Women’s and Gender Studies:**

1.Women in the Americas Lecture Series  
“Dangers to Society: Examining Single Women in the Margins”  
Guest speaker: Dr. Dawn Stinchcomb, Associate Professor of Spanish, Chair of Spanish & Portuguese, Purdue University  
September 10th, 2014 noon-1p.m. Trimble Hall 200  
  
2. Lunafest! LUNAFEST, the festival of short films by, for, and about women. The films celebrate the unique, touching, and inspirational roles of women in our local, national, and international communities. A preview of the films may be screened at http://www.lunafest.org/  
October 16th, 2014  
7:00 PM  
UT Arlington  
Lone Star Auditorium  
Maverick Activities Center (MAC)

**Center for African American Studies**

**http://www.uta.edu/caas/**

October 1, “The Freedom Ride”, commemorating the 50th anniversary of the Civil Rights Act, Reception at 5:30, Lecture at 6 p.m., Rosebud Theatre, University Center.

**Center for Mexican American Studies**

[**http://www.uta.edu/cmas/index.html**](http://www.uta.edu/cmas/index.html)

**Multi-cultural Affairs**

“Ubuntu Social Justice Conference” on Saturday, Oct. 18th from 8:30 am – 4 p.m. In the MAC various rooms. The featured keynote is Lee Mun Wah, an educator famous for his film The Color of Fear. Advance Registration Required. Co-sponsoring with Office of International Education, Diversity Certificate Program, and the Leadership Center. Free admission.

International Education Week keynote hosted by OIE, week of Oct 13-18. :

“How and Why to Travel the World”

Featuring Andy Stoll

MAC Lone Star Theater

7-9 p.m.

LGBTQA, Pride Week, Oct 6-10

1. Adapted with permission from David Kravitz, George Mason University. [↑](#footnote-ref-1)