

MANA 5332: Diversity in Organizations
Fall 2016

Instructor: 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 (mpbell@uta.edu).

Email Address: 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. Refer to it throughout the semester.

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

Office Hours: By appointment.

Section Information: MANA 5332 001

Time and Place of Class Meetings: Wednesday 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 study diversity issues in many different types of organizations. We will learn about historical bases of diversity in the United States and in U.S. organizations, about how to identify diversity concerns elsewhere, 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 many course concepts will be useful for those interested in diversity training.

This class will be largely 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, and it's such an interesting and important topic, you may find yourself reading ahead in the book, and seeking outside sources of diversity research. 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. For every week, there are additional articles and videos that should be read, in addition to the chapter material. I will supplement these materials during the semester with additional readings, videos, and articles.

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 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. 2017. *Diversity in Organizations* (3rd Edition). Cengage MindTap. Access available at campus bookstore and Cengage.com. MindTap includes various features such as links to videos, flashcards, and vocabulary. There are assignments using these features throughout the semester.

Diversity in Organizations is a research-based textbook and references hundreds of academic studies and data from the U.S. Census Bureau, Department of Labor, EEOC, and other verifiable sources.

Bookstore ISBN: 9781305576964

Cengage.com ISBN-13: 978-1-305-57694-0

Note: Other required materials will be uploaded onto Blackboard. Be sure to check your Blackboard regularly.

Optional Text:

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

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, former professor at University of California Berkeley, provides rich details on the history of numerous racial and ethnic groups in the United States.

If you are interested in additional books to expand your learning about various diversity-related topics, please let me know.

Attendance: At the University of Texas at Arlington, taking attendance is not required. Rather, faculty members are free to develop their 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. I will make a seating chart for week 2 based on where you sit in week 1. This will enable me to get to know your names as well as check attendance each class. Please be sure to sit in the seat you have chosen.

While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course

as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This data is reported to the Department of Education for federal financial aid recipients.

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, currently live, and our life experiences. We have been exposed to many images and messages that have shaped our beliefs, including stereotypes, prejudice, and 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. 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:

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 about which we were certain are inaccurate 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, categorized, or harmed.
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.

¹ Adapted with permission from D. Kravitz.

Participation Guidelines:

It is extremely important that every student read and adhere to the following:

1. Always feel free to express yourself, even if you disagree with others' views.
2. Be respectful of others. That does not mean that you have to agree with them. Rather, frame your disagreement as a dissension of opinion as opposed to a personal attack, which will not be tolerated!
3. Listen to one another to try to understand each other's perspective. One of the many benefits of a diverse university such as UT Arlington is the ability to learn from those who are different. Embrace it.
4. Don't take dissenting opinions personally. You cannot learn if all you expect to hear is your own opinion. Others will disagree; discussion of those disagreements is when learning takes place.
5. Remember that we are trying to learn about diversity, and many of our opinions and beliefs are not grounded in empirical research evidence and data.
6. Wait your turn. Discussions may get very passionate. When this happens, I will direct traffic so that everyone has an opportunity to speak and to be heard.

ELECTRONIC DEVICES IN THE CLASSROOM

Cell phones must be on silent and put away (not be left on the desk, lap, or within sight) during class time. Please do not use your cellphone in any way during class. It is rude and distracting. You can make it for 1.5 hours (to break time) without it.

iPads, laptops, tablets, and other electronic devices must be used for class purposes only. Researchers have found that using these items in class for non-class purposes is detrimental to those who use them and their neighbors. Please do not do it.

Due to the personal content of some of the class discussions, please do not record classes unless you have a documented disability (see disability accommodations section) that requires it.

Student Learning Outcomes

Upon completion of the course, 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.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

DESCRIPTIONS OF MAJOR ASSIGNMENTS AND EXAMINATIONS:

1. Exams (50 points each)

There will be two exams during the semester. Exams will largely consist of short answer, essay, and case 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 (flash cards in the book are very helpful). Students will be asked to demonstrate ability to deal with real life managerial situations. 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.

2. Quizzes (20 points each)

There will be two 20 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, do MindTap exercises and vocabulary, 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 both quizzes, you will earn a zero for the quiz grade.

3. Research Article Synthesis and Presentation (20 points)

The purpose of this assignment is to introduce students to some of the thousands of research articles on diversity in organizations, and to help them see how this research can help organizations with understanding and managing diversity.

Choose one of the articles provided on Blackboard in the “Course Materials” section to **summarize and discuss in class. You will present and discuss the article during class. As soon as you have chosen your article, send me an email, as it will then no longer be available for others to choose.**

There are 2 parts to this assignment.

Part 1:

In your assignment to turn in, using the **following numbered format (not paragraph. Numbered),**

1. Summarize the chosen article, perhaps similar to the summaries used in the text for Research Summary, 4.1, 4.2, 5.2, or 6.1, 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. What is the paper about and what did they find?
2. 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.?).
3. Explain 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. Answer the following questions in number four of your work:
 - a. Why is this article relevant to the course content?
 - b. Why do the findings matter?
 - c. What are the practical implications for diversity in organizations (what does the study mean for diversity management?)
 - d. What could you, as an organizational manager in a similar entity to where the results were conducted, or your organization, do about the results?
 - e. How is this similar to or different from findings in the book? (Note where in the book).

Think carefully about this section, given what you are learning about diversity, including the historical context relating to the issue, people's attitudes about it, and other factors relevant to the course content. In this section, be sure to cite the book, academic research, and other reputable materials (e.g., **not** Wiki).

The synthesis should be 2-3 single-spaced pages (with double spaces between numbered items).

NOTE: Email your synthesis of the article to mpbell@uta.edu by 5 p.m. CST on **Sunday Nov. 6**. 20% of grade will be deducted for syntheses received after 5:00 p.m. CST on 11/6. After 6 p.m., CST, another 20% will be deducted, etc. Article and presentation 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 **Wednesday, Nov 9**, at the start of class, turn in a hard-copy of your summary. You will discuss the article and the summary points during class in a 10-12 minute presentation beginning on Nov 9.

Regardless of your presentation date, your synthesis must be emailed by Nov 6 and your paper must be turned in on Nov. 9.

Part 2:

Presentation:

Prepare a PowerPoint, Prezi, or other type of electronic presentation to explain the content of the article. Your presentation should cover the items 1-4, relating the content of the article to the rest of the class. Make your presentation interesting and understandable.

4. Interview: 20 points- Due Wednesday, December 7.

Students are interview an adult who lives in the United States and belongs to a different important identity group than the student. Choose someone you are comfortable talking with, and ask if you may talk with this person for about 30 to 40 minutes for a course assignment for your diversity course. Be prepared and be professional. If doing the assignment in person, be sure to dress professionally.

The first page of the report should be a cover page with your name on it, the name of the assignment (“interview assignment”), and the date on it.

Put the following **mandatory** items in the following numbered fashion on the second page of your report:

1. Sex of interviewee.
2. Race and ethnicity of the interviewee.
3. Age of interviewee.
4. If applicable, organization for which the person works or used to work and previous employers.
5. Length of time in the position.
6. Highest education level the person has completed.
7. Where the person grew up and has lived in the United States and elsewhere.

For items **8, 9, and 10** develop your own questions for the interviewee. You may wish to ask some of the following or other questions if they are comfortable answering them:

- if they have ever personally encountered any form of prejudice or discrimination based on an aspect of their identity and if so, describe what happened and how they responded.
- have they ever thought about how life would be if they were another race or ethnicity; if so, explain.
- whether they have close friends of different racial groups, and if so, which groups. How did these friendships develop? Do they discuss racial issues?
- whether they ever been unfairly treated by law enforcement.
- how diverse is the place for which they work or worked, whether their organization is committed to diversity, and why they feel this way.
- whether they feel included at work such that they can be their whole selves based on important aspects of their identity; why or why not?
- whether there aspects of their identity that they believe significantly affect their lives inside or outside of work, and if so, explain.
- etc.

List the question you are asking and number those items in your report as 8, 9, and 10 etc.

Provide your summary comments about the interview in **#11. In addition to reporting what the interviewee said, integrate it with course material.** Put the names of the course concepts and chapters and areas where the material is discussed in italics below each item. For example

Relevant course material: “We discussed xyz in Chapter 4, section 4.7. What the interviewee said is directly supportive of the course materials and research from Dr. Janet Doe. Or, what the interviewee said is contradicts with XYZ, discussed in Chapter 7, section 7.9. This chapter mentions XXX.

This assignment should be between 2 and 3 double-spaced pages.

Grading

The interview will be graded on the quality of the integration with the course material, discussion of concepts, and mechanical issues. Penalties for late assignments will be deducted, 50% after 12/7 8 p.m., 25% after 12/8, and no assignments will be accepted after 12/9 at 5 p.m.

5. MindTap Work (10 points): Each chapter has assignments on MindTap that must be completed by the due date.

6. Participation (10 points):

Your participation grade is assessed through consistent, quality contributions to class discussions, including questions to consider. Coming to class is necessary, but not sufficient to earn a good participation grade. Comments will be assessed for relevance to the topic, integration of concepts, insightfulness, and logic. Improper use of electronic equipment, private conversations, and other disruptions will detract from participation grades.

Points possible:

2 – 50 point exams each	100
1 – 20 point quizzes each	20
1 – 20 point article summary and presentation	20
1 – 20 point interview assignment	20
1 – 10 point MindTap work	10
Participation	10

Some key dates (exams, quizzes, etc.) are on the tentative schedule, at the back of the syllabus. Put these in your calendar.

Some items may be deleted or additional graded items (homework, quizzes, etc.) may be added during the semester, changing points possible. The percentages for final grades will remain as follows:

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. Try very hard not to miss exams. There are no makeups for missed quizzes or other exercises missed.

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. Documenting the time you spend studying is helpful.

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://www.uta.edu/aao/fao/>).

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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 just outside the classroom to the south. 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, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

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/> 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/.

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 and subject to change; changes will be announced in class or via official UTA email. The schedule may be adjusted as needed during the semester.)

Read, watch, and/or complete the following before the class period during the 3 for 1 studying time for this class each week. **Complete both 8/31 and 9/7 by 9/7.** Throughout the semester, we will build on the previous chapters and discussions, so keep up and engage with learning.

NOTE: Unless instructed to turn in, be prepared to discuss the Questions to Consider (QTC) in class.

NOTE: Other things are assigned on MindTap. Check each week.

Date	Read/Watch/Complete <i>before</i> class date* and Questions to Consider
8/31	<p>TEXTBOOK: Read Chapters 1 and 2. Complete MindTap Work. Chapters 1-3 set the foundation for the rest of the semester, with recurring themes, theories, legislation, and information.</p> <p>Diversity Hats: https://www.youtube.com/watch?v=tj9klhp46-A</p> <p>QTC: 1. Why are you interested in studying diversity?</p>
	<p>Changing Demographics: http://www.nytimes.com/2013/06/13/us/census-benchmark-for-white-americans-more-deaths-than-births.html?_r=0</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. What does this mean for diversity in organizations? 2. List 3 different types of “organizations” and discuss a way that these changing demographics will be very important to each.
	<p>Learning to see things through diversity lenses: Subway commercial: http://www.youtube.com/watch?v=zF52V9gE8qE</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. What helpful and detrimental messages may be sent with this commercial? 2. What commercials have you seen that do a good or not so good job with diversity?
	<p>What were they thinking? https://www.washingtonpost.com/news/work/wp/2015/11/12/what-a-creepy-bloomingdales-ad-tells-us-about-americas-understanding-of-rape/?tid=hybrid_experimentrandom_2_n</p> <p>Oprah? Whoopi? http://theculture.forharriet.com/2016/02/beauty-company-gets-dragged-for.html?m=1#axzz41ZSq9M2O</p> <p>David Ortiz? http://www.espn.com/mlb/story/_/id/17256727/boston-red-sox-scrap-david-ortiz-bobblehead-giveaway</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. How might the company that designed these ads or products for Bloomingdale’s and the Red Sox have avoided these “blunders”? 2. What about the Oprah/Whoopi issue? What could have been done to avoid this? 3. Why do these kinds of issues matter?
	<p>Color Blind or Color Brave?: https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave?language=en</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. Who is Mellody Hobson? 2. Why is there such discomfort in some situations when discussing race? 3. What problems does fear of discussing race cause in organizations? 4. How can we be color brave? <p>Non-Racist or Anti-Racist? https://www.theguardian.com/commentisfree/video/2016/jan/13/marlon-james-are-you-racist-video</p>
	<p>How facts backfire: http://archive.boston.com/bostonglobe/ideas/articles/2010/07/11/how_facts_backfire/?page=1</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. What are some take-aways from this article for this class? 2. What are some take-aways for our consumption of other sources of information about diversity? 3. How can we prevent diversity facts from backfiring with ourselves? With others?

	<p>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 QTC: 1. How might such beliefs affect responses to emergency calls? 2. What impact could having a “social media” policy have in these types of situations? 3. Does a social media policy affect employees’ beliefs about constituents? 4. What can employers do to control employees’ behaviors at work? 5. How might the lack of Spanish speakers on duty affect Dallas residents? What should be done about this?</p>
9/7	<p>TEXTBOOK: Read Chapters 1 and 2. Complete MindTap Work. Chapters 1-3 set the foundation for the rest of the semester, with foundational themes, theories, legislation, and information.</p>
	<p>HOMEWORK: 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. QTC: 1. What tests did you choose? Why? 2. What do you think about the results? 3. How might one’s results affect one’s actions and assumptions as a manager?</p>
	<p>More on implicit associations from <i>Scientific American</i>: http://www.scientificamerican.com/article/how-brain-views-race/</p>
	<p>The media and promulgation of stereotypes: https://www.youtube.com/watch?v=HGJMgCn0fQs&list=PLQ9B-p5Q- QTC: 1. What are some of the consequences of these differential portrayals in employment contexts? 2. In the judiciary? 3. In schooling? 4. What some other areas that such stereotypes might affect?</p>
	<p>“Why did you shoot me, sir?” http://www.nbcnews.com/news/us-news/ex-south-carolina-trooper-pleads-guilty-after-shooting-unarmed-man-n538411 “I don’t know”. https://www.theguardian.com/us-news/2016/jul/21/florida-police-shoot-black-man-lying-down-with-arms-in-air QTC: 1. What role might implicit stereotyping have played in these shootings? 2. What things might help with these kinds of life-threatening issues?</p>
	<p>Unlikely consequences of drug testing: http://mic.com/articles/89409/new-study-finds-unlikely-beneficiaries-of-drug-testing-black-men QTC: 1. What role does stereotyping play in these results? 2. What are some of the consequences of stereotypes for employers? For Black men? For White women? For others?</p>
	<p>QTC: Put your “diversity hat” on as you shop, eat out, watch tv, or go to a sporting event. 1. Where were you or what were you watching? 2. Whom do you see working? 3. Who is working in which jobs? 4. Who is absent or grossly underrepresented? 5. What are potential individual and organizational consequences of the representation of the sampling you describe?</p>
	<p>QTC: Consider what about you makes you who you are, including visible and invisible factors that are important to you. 1. If you were describing yourself to others, what would you say? 2. How would those who don’t know you describe you? 3. Are there areas in which you are a member of a dominant group? A non-dominant group? Are there areas in which your group membership has changed?</p>
9/14	<p>TEXTBOOK: Read Chapters 2 and 3. Complete MindTap Work. Chapters 1-3 set the foundation for the rest of the semester, with foundational themes, theories, legislation, and information. If you have not had previous exposure to HR-related legislation, spend quite a bit of time on Chapter 3. You will need to know and understand the laws and their</p>

	roles in diversity in organizations.
	<p>ASSIGNMENT: Spend some time scrolling through eeoc.gov to look at laws, case filings, and decisions and thinking about why the laws exist, what happened in the cases, the types of organizations and environments, the perpetrators and targets, etc., etc.</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. Choose two cases with evidence of stereotyping, implicit biases, or new forms of racism or sexism at play. 2. Describe what happened and explain why you believe stereotyping, implicit biases, or new forms of racism or sexism were the drivers of what happened. 3. What things constrain the effectiveness of laws in affecting behavior in organizations? 4. What are your general thoughts after spending some time at eeoc.gov?
	<p>Mortgage Loans http://usatoday30.usatoday.com/money/industries/banking/story/2012-07-12/wells-fargo-fine-discrimination-settlement/56170446/1</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. How does losing one's home to foreclosure affect the accumulation of wealth? 2. How does the accumulation of wealth affect other aspects of one's life? 3. Why were Blacks and Latinos targeted? 4. Aside from dealing with the fine, what should Wells Fargo do? 5. Prior to reading this case had you thought about discrimination against customers or the consequences of such discrimination?
	<p>Loan officer fired: http://theorio.com/2016/07/27/loan-officer-gets-fired-for-racist-tweet-about-michelle-obama/</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. How is this kind of issue related to situations like the Wells Fargo case? 2. Aside from terminating the employee, what should the employer do in this specific situation?
	<p>On being an ally across dimensions: http://www.tolerance.org/magazine/number-53-summer-2016/feature/anatomy-ally</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. This resource is for teachers, with schools as the "organization" in question. In what ways is this article applicable to other types of employees in other types of organizations? Choose one such organization and think about its applicability.
9/21	TEXTBOOK: Read Chapters 3 and 4. Complete MindTap Work. QUIZ 1
	<p>Microaggressions: https://nikkigphd.com/2016/07/31/eating-ice-cream-while-black-or-my-life-in-wellesley-mass/</p> <p>https://www.buzzfeed.com/hnigatu/racial-microaggressions-you-hear-on-a-daily-basis?utm_term=.ijWQ2DDbb#.csOxdyyaa</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. Had you heard the term "microaggressions" previously? 2. Have you experienced a racial microaggression? 3. What is the role of denial ("you're too sensitive", "I didn't mean anything by it",) in perpetuating microaggressions? 4. How do microaggressions affect diversity in organizations?
	<p>Racial Socialization: http://www.ted.com/talks/clint_smith_how_to_raise_a_black_son_in_america</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. Had you heard the term "racial socialization" previously? 2. How is "racial socialization" different from training other parents must provide their children? <p>IN CLASS: "Two Americas"</p>
	<p>Review: "Why did you shoot me, sir?" http://www.nbcnews.com/news/us-news/ex-south-carolina-trooper-pleads-guilty-after-shooting-unarmed-man-n538411 "I don't know". https://www.theguardian.com/us-news/2016/jul/21/florida-police-shoot-black-man-lying-down-with-arms-in-air</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. Do you see evidence of racial socialization in these videos? 2. Aside from racial socialization of Black children, what else can be done? <p>Stanford University Research on Implicit Biases: http://www.pbs.org/newshour/bb/deeply-rooted-biases-affect-police-enforce-law/</p>

	<p>QTC:</p> <ol style="list-style-type: none"> 1. What is the role of research in addressing implicit biases in law enforcement? 2. What can be done about these issues?
	<p>Consumer Racial Profiling: Macy's Herald Square: http://www.cnn.com/id/101933055#. Barney's NY: http://www.theguardian.com/world/2014/aug/11/barneys-racial-profiling-settlement</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. Which of Cox & Blake's 6 reasons are likely to be affected by consumer racial profiling? 2. What kinds of organizational consequences are there of watching certain customers and ignoring others? 3. What effects might social media have on consumer racial profiling? 4. Explain what research cited in the text says about retail theft. 5. What are some specific approaches retail entities might employ to prevent and address this kind of behavior?
	<p>Compliance with discriminatory customer requests: http://www.usatoday.com/story/news/nation-now/2015/08/11/black-delivery-driver-lowes-home-improvement-white-worker/31451023/</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. In what ways does this kind of behavior affect Blacks' opportunities and employment levels? 2. What is the relationship between discriminatory customer requests and discriminatory behavior by managers? 3. What might an "anti-racist" manager have done in this situation? 4. What kinds of procedures should organizations put into place to prevent and address this kind of behavior?
9/28	TEXTBOOK: Read Chapters 4 and 5. Complete MindTap Work.
	<p>Fan ejected: http://www.knbc.com/2016/08/02/%E2%96%B6%E2%8E%8E-umpire-ejects-fan-during-giants-game-in-philly/</p> <p>Review: Green card video from MindTap Chapter 5.</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. What roles can sporting organizations play in shaping acceptable and unacceptable behavior among fans, players, and others? <p>IN CLASS: BAYLOR PHOTO</p>
	<p>On bilingualism: http://www.nytimes.com/2011/05/31/science/31conversation.html?_r=0</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. Do you know any families in which the second generation does not speak their parents' native language? Do you know why this happened? 2. Given the science on the benefits of bilingualism, what factors cause it to be resisted in many situations? 3. What can organizations do to address some of the problems and reap some of the benefits associated with multiple languages?
	<p>Young Latinos in the White house: http://www.nbcnews.com/news/latino/young-latino-obama-white-house-witnesses-participants-history-n608106?cid=sm_fb</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. Pick at least three areas in which these young Latinos are diverse and discuss.
	<p>Justice Sotomayor: http://www.huffingtonpost.com/entry/sonia-sotomayors-wisest-and-most-memorable-quotes_us_55c3aedee4b0f1cbf1e42c0f</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. Which of these quotes has specific relevance to diversity in organizations? Discuss the specific concepts from the text that are alluded to in her quotes. Why are they important?
10/5	TEXT BOOK: Read Chapters 5 and 6. Complete MindTap Work. EXAM 1
	<p>QTC:</p> <ol style="list-style-type: none"> 1. What proportion of Asians are immigrants? 2. What factors cause differences among immigrants (not just Asian immigrants) in their organizational experiences? 3. Speculate on why organizations hire immigrants.
	Vincent Chen:

	http://www.nytimes.com/2012/06/23/opinion/why-vincent-chin-matters.html?_r=2&hpw
	<p>REVIEW: Papa John's from MindTap:</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. What procedures should organizations have in place to avoid this kind of racist behavior?
	<p>Jeremy Lin:</p> <p>http://www.sbnation.com/nba/2012/2/18/2807696/espn-chink-in-the-armor-headline-jeremy-lin</p> <p>http://www.nydailynews.com/entertainment/tv-movies/jeremy-lin-slur-honest-mistake-fired-espn-editor-anthony-federico-claims-article-1.1025566</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. What kinds of things should be considered when determining a course of action in cases such as this? 2. What specific things could be used to avoid these kind of "honest mistakes" or "blunders"?
	<p>When the patient is racist:</p> <p>http://well.blogs.nytimes.com/2013/07/25/when-the-patient-is-racist/</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. What are some of the moral and ethical issues associated with this article? 2. What are some recommendations to deal with this? 3. What are some other "ists" might hospitals and medical organizations might have to deal with from patients? 4. What are some other diversity concerns hospitals may deal with? <p>Pain treatment disparities:</p> <p>http://www.nbcnews.com/id/22463720/ns/health-health_care/t/prescribing-gap-may-leave-blacks-more-pain/#.V62w8aKquAY</p> <p>http://www.nbcnews.com/id/39524989/ns/health-childrens_health/t/world-hurt-minorities-get-less-treatment-their-pain/#.V62wFqKquAY</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. What are some consequences of these disparities? 2. What should be done about these disparities?
	<p>QTC:</p> <ol style="list-style-type: none"> 1. What similarities and differences exist among Blacks, Latinos, and Asians in U.S. history and in their current status in American organizations and society?
10/12	TEXTBOOK: Read Chapters 6 and 7. Complete MindTap Work.
	<p>White people documentary:</p> <p>https://www.youtube.com/watch?v=_zjj1PmJcRM</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. How does class, or SES, relate to and affect the "white privilege" discussed? 2. What kinds of multi-group memberships affect whites, and their experiences with and interactions regarding diversity in organizations? 3. Dakota, who goes to an HBCU, said he found himself counting the other white people on campus. Have you ever been acutely aware of the people who are similar to you in race in a particular setting? Where? How did that feel? 4. One speaker noted that students in the video were all Native American, but teachers were White. What are some consequences of disproportionate representation of Whites among teachers? 5. Have you had open conversations about race among friends as they had in this video?
	<p>http://educationpost.org/your-white-teacher-is-woke/</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. Mrs. Fennell, former Nebraska Teacher of the Year, makes comments about power. How do these comments relate to Dworkin and Dworkin's perspectives on "what is a minority"?
10/19	TEXTBOOK: Read Chapters 7 and 8. Complete MindTap Work.
	<p>A Class Divided:</p> <p>http://www.pbs.org/wgbh/frontline/film/class-divided/</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. What did you learn from this video? 2. How do labels become self-fulfilling prophecies? 3. Jane Eliot selectively interpreted behavior to confirm her beliefs about different people. What is this reminiscent of from Chapter 3? What are the effects of this on dominant and non-dominant groups?
	Bike Thieves:

	https://www.youtube.com/watch?v=8ABRIWybBqM QTC: 1. How do implicit stereotypes about Blacks and Whites and criminality affect individuals in their everyday lives? 2. Why did the Black woman give the young White man trying to steal the bike the “benefit of the doubt”? 3. Why does the White woman get a pass (and help) when stealing the bike?
	Multi-racial couple denied license: http://www.nbcnews.com/id/33332436/ns/us_news-life/t/interracial-couple-denied-marriage-license/#.U_pzPxEg99A QTC: 1. When did this occur? 2. Who else has recently been denied marriage licenses? Why?
10/26	TEXTBOOK: Read Chapters 8 and 9. Complete MindTap Work. Miss Representation in its entirety: http://documentarylovers.com/film/miss-representation/ QTC: 1. How aware of the issues raised in this documentary are most people? 2. How affected by the issues raised in this documentary are most women, girls, men, and boys? Dove: http://www.dovehaveyoursay.com/ IN CLASS: PHOTOS
	But, what’s her name? https://twitter.com/chicagotribune/status/762401317050605568 QTC: 1. What were they thinking? 2. How does this kind of thinking affect women in various arenas?
	Gender Identity/Gender TedxTalk: http://tedxtalks.ted.com/video/Beyond-the-Gender-Binary-Yee-Wo Assignment: Do a web-search of “Janet Mock”. QTC: 1. How much do you think most people know about sex, gender, and gender identity? 2. What happens to people when they do not behave in ways perceived to be gender appropriate? 3. What are some take-aways from the Beyond Gender Binary clip and your research on Janet Mock?
	Kroger: http://www.cincinnati.com/story/money/business/2016/03/28/kroger-unisex-bathroom-explanation-draws-attention/82339114/ QTC: 1. What potential consequences of Kroger’s stance may ensue? IN CLASS: VIDEO, PHOTOS
	Equal Pay Efforts https://blog.dol.gov/2016/08/04/massachusetts-leading-the-way-on-equal-pay/ QTC: 1. Why do employers seek to prevent employees from discussing their pay? 2. What is the relationship between women’s relative lack of success in negotiating salary and gender bias? 3. What should employers do to avoid gender bias in compensation?
11/2	TEXTBOOK: Read Chapters 9 and 10. Complete MindTap Work. QTC: 1. How do societal gender roles affect women, men, families, and organizations? 2. What can organizations do to minimize the effects of gender and gender roles on individuals’ careers?
11/9	EXAM 2 TEXTBOOK: Read Chapters 10 and 11. Complete MindTap Work IN CLASS: “The Nature of Prejudice”, Dr. Douglas Klahr John Browne, Former CEO of BP, on Being a Closeted Executive

	<p>http://www.nytimes.com/2014/06/28/business/john-browne-former-chief-of-bp-on-being-a-closeted-executive.html?smid=fb-share&_r=1</p> <p>Tim Cook, Apple CEO coming out: http://www.bloomberg.com/news/articles/2014-10-30/tim-cook-speaks-up</p> <p>Tim Cook, Apple CEO speaks on coming out http://time.com/4036006/tim-cook-coming-out-gay/</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. What about John Browne's and Tim Cook's experiences are unique? <p>Tim Cook said: "Being gay has given me a deeper understanding of what it means to be in the minority and provided a window into the challenges that people in other minority groups deal with every day."</p> <ol style="list-style-type: none"> 2. How might having a non-dominant group member as CEO affect company diversity policies? 3. How might having a dominant group member ally as CEO affect company diversity policies? 4. Would either CEO of 1 and 2 above be likely to be more effective than the other? <p>Tim Cook said "We pave the sunlit path toward justice together, brick by brick. This is my brick."</p> <ol style="list-style-type: none"> 5. What's your brick?
11/16	<p>TEXTBOOK: Read Chapters 12 and 15. Complete MindTap Work</p> <p>RESEARCH PRESENTATIONS</p> <p>MindTap: Tattoo and Hair Policy:</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. How can religion affect appearance? 2. In what other ways could appearance requirements at work be discriminatory? <p>On the power of genetics: http://www.omaha.com/columnists/grace/grace-two-lawyers-in-their-s-worked-together-for-months/article_f648a7de-55ca-11e6-a244-6387ace6af77.html</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. Along with genetics, what factors influence weight? 2. How is weight similar to and different from other aspects of diversity?
11/23	<p>RESEARCH PRESENTATIONS</p> <p>FINISH INTERVIEWS</p> <p>TEXTBOOK: Read Chapters 14 and 13. Complete MindTap Work http://breakingprejudice.org/teaching/video-clips/ableism.html</p> <p>Matt Stutzman: Archer https://www.youtube.com/watch?v=EFMxzyuYoZw</p> <p>Inspiration Porn: https://www.youtube.com/watch?v=8K9Gg164Bsw</p> <p>QTC:</p> <ol style="list-style-type: none"> 1. What effects can inspiration porn or superhero status have on others with disabilities? <p>American Girl Doll: http://mobile.nytimes.com/blogs/well/2016/05/04/american-girl-has-a-hit-with-diabetes-doll-kit/?smid=fb-nytimes&smtyp=cur&_r=0&referrer=http://m.facebook.com</p>
11/30	<p>RESEARCH PRESENTATIONS</p> <p>TEXTBOOK: Read Chapters 14 and 13. Complete MindTap Work</p> <p>Racist Millennials, LGBTQ Supportive Millennials? https://www.washingtonpost.com/news/wonk/wp/2015/06/23/millennials-are-just-as-racist-as-their-parents/</p> <p>http://www.hrc.org/blog/poll-majority-of-young-adults-in-america-support-pro-lgbtq-policies</p> <p>QUIZ 2</p>
12/7	TEXTBOOK: Content catch up. Review. Interviews Due and Discussion.

