

MANA 4326, AAST 4326 Diversity in Organizations
Spring, 2019

Professor: Dr. M. P. Bell

Office Number: 214 Business.

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 and refer to it throughout the semester for class information and requirements.

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

Office Hours: By appointment. E-mail to request appointment or with other questions.

Section Information: MANA 4326-001 AAST 4326-001

Time and Place of Class Meetings: COB 151, 8 – 9:20 TTh

Section Information: MANA 4326-002 AAST 4326-002

Time and Place of Class Meetings: COB 152, 11 – 12:20 TTh

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 legislation related to diversity, and about trends in diversity from a variety of sources. This is not a diversity-training course, although the knowledge from the course will be valuable for those interested in diversity training.

This class 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). As a college graduate, you will join a privileged group: less than 7% of the world's population has earned a college degree. **Make the most of your time left in college.** Use your **privileged position** to make a difference in the world.

Much of your learning of the material will occur during the 3 for 1 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 employees, supervisors, 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 (for example, societal norms, socialization), legislation (for example, who can/can't marry, who can/can't immigrate, where certain people can/can't work), 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. Many of the issues that have occurred in the past have similar or parallel issues today. We will spend time investigating stereotypes and myths, and will use data to help dispel them. We will learn to question sources of information, to seek valid sources of information, and to think intensively and critically about diversity issues. Be aware that diversity can be harder than other topics because many of our preconceived notions are *wrong*, directly in contrast to the data. Thus, we have to be aware of these misconceptions and actively seeking to learn.

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). *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 sound sources.

Cengage MindTap. Access available at campus bookstore and Cengage.com. Once you have purchased the book, you must register for access.

*See Blackboard for instructions for your class to access MindTap.

MindTap includes various features such as sample quizzes, videos, flashcards, and vocabulary, which will be helpful to you in mastering the material and in preparing for exams and quizzes. This work can be part of your 3/1 study time.

Bookstore: (Navigate to course to find book)

<http://www.bkstr.com/texasatarlingtonstore/shop/textbooks-and-course-materials>

ISBNs below. Cengage provides up to 2 weeks free access.

Bell - Bundle: Diversity in Organizations, Loose-Leaf Version, 3rd + MindTap Management, 1 term (6 months)

Printed Access Card | ISBN: 9781337495042

7/20/2016 (c) 2017 3rd Edition

Bell - MindTap Management, 1 term (6 months) Printed Access Card for Bell's Diversity in Organizations
ISBN: 9781305576964 | 1/1/2016 (c) 2017 3rd Edition

This can also be purchased as part of a “Cengage Unlimited” package if Cengage books are being used in any of your other courses. See this for info:

https://www.cengage.com/unlimited?channel=eloqua&elq_mid=24954&elq_nm=4AR_HED_CE_F18_StudentReg_SO_NonLMS_594934&elq_cid=813445&utm_medium=email&utm_source=eloqua&utm_campaign=Fall2018DigitalEngagementCampaign&utm_content=594934.

Note: Other required materials and info are currently in or will be uploaded onto Blackboard. Be sure to check your Blackboard regularly and check the syllabus for requirements already noted. There is a list of **suggested readings** in Blackboard for those who are interested in learning more about a variety of diversity topics.

Attendance: At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, 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 date is reported to the Department of Education for federal financial aid recipients.

As the instructor of this class, I will take attendance regularly. I will make a seating chart in week 2 based on where you sit in week 1. This will enable me to try to get to know your names as well as note attendance each class. **If you are unable to consistently come to class on time, please choose a seat on the back row or on the edge of a row so that you do not disrupt the class when entering.**

Please be sure to sit in the seat you have chosen. Please do not be disruptive or distracting to others. **This includes improper laptop or cellphone use or leaving the room during class to use the phone.** Please do not use your cellphone, surf the web, or prepare for another class. **It is better to miss class than to be disruptive and rude in class. PLEASE DO NOT exit the class to use the phone.** You can make it 80 minutes without the phone.

Please do not sit in the far right top seat at the back of the classroom, nearest the west door.

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, nor does it mean we are racist, sexist, heterosexist, homophobic, or other hold ‘isms’. We will ground our discussions **with research and 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 (adapted with permission from D. Kravitz):

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 and stereotypes about some thing, group, or individual.
3. We all have experienced some level of prejudice, stereotyping, and bias.
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.

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 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 facts and data. Remember also that research also shows that people sometimes hold fast(er) to erroneous beliefs when presented with evidence to the contrary.

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 (no ringing or buzzing) during class time. **Please do not use your cellphone during class or leave class to use your phone unless it is an emergency.** Doing so is rude and distracting. You can make it for 80 minutes without it. Just put it away so you don't see 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. Improper use of electronic devices will be recorded.**

Do not record classes unless you have a provided documentation of a disability from OSD 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 continually and in ways you may not have seen it before. See chapter 1 for the benefits of studying in a diverse environment, such as UTA, and one in which diversity learning is viewed as valuable.

FORMAT: Students should come to class prepared to participate in discussions, having read all assigned readings and supplemental materials and completed all assignments and homework as required. We will **not** cover all or most of the material in the book; however, you are responsible to keep up with material.

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.

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

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 (40 points each)

There will be three exams during the semester and the final exam. The lowest exam grade is dropped. Exams may consist of multiple choice, true/false, short answer, essay, fill-in-the-blank, case questions, or other type of questions. Bring a **SCANTRON 882E (LONG version)** for exams. 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 (flashcards in MindTap are very helpful). Most of the material will build upon other material, so be sure to keep up and to ask questions if you are unsure about something.

2. Quizzes (10 points each)

There will be three 10 point quizzes during the semester over the chapter material, readings, homework, and other covered material. The questions on the quizzes will be designed to encourage students to read the material, do MindTap exercises and vocabulary, do all readings, 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 more than one quiz, you will earn an associated number of zeroes for the quiz grade. Bring a SCANTRON 882E (LONG version) for the quizzes and exams.

3. Participation and Homework (up to 3 bonus points):

Coming to class is necessary, but not sufficient to earn a bonus. Participation will be assessed for relevance to the topic, integration of concepts, insightfulness, and logic. Improper use of electronic equipment, private conversations, sleeping, doing other work, and other disruptions will detract from any participation that might have been earned. Bonus points are not guaranteed, nor are they an entitlement for showing up.

There are homework assignments for each week that will be used for class discussions, quizzes, and exam questions. Be sure to do each part. Unless the question requires a short one word answer or specific definition, answers should generally be 2-4 sentences for each question. They should be thoughtful, reasoned, and/or supported by the book or research. Create a "homework portfolio" to use in your learning the material and studying throughout the semester. **Some content from homework will appear in the exams and quizzes.**

Because this an interactive and participatory class, active outside work is important. All readings and homework should be completed and prepared for discussion by the date assigned. Bring homework to class for class discussions. Homework will be used for discussions and may be picked up at any time during the semester for extra bonus consideration.

Minimum Points possible:

3 – 40 point exams each	120
2 – 10 point quizzes	20

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

A: 90% or more C: 70% to 79.9%

B: 80 to 89.9%	D: 60% to 69.9%
C: 70% to 79.9%	F: <60%

Make-up Exams: There are no make-up exams. The lowest exam grade is dropped, so if you miss one, that one will be your dropped exam. If you miss two exams, one grade earned will be a zero. There are no makeups for missed quizzes, other assignments, or missed in-class activities. Yes, you may use the final exam as your dropped exam.

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 as it enables you to know how much you are and need to be studying. Try it, and see how much of a difference it makes. Put your phone away or on silent, and try it. When you think you've studied enough, study some more to get to your allocated time.

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: Faculty are encouraged to discuss the Honor Code, below, and the consequences of cheating, including plagiarism with their students.

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/>. Students are encouraged to review these guides on plagiarism <http://libguides.uta.edu/researchprocess/plagiarism> <http://libguides.uta.edu/copyright/plagiarism>

*****PLEASE DON'T CHEAT. Any suspected academic dishonesty will be turned in to the student conduct office.**

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 exits, which are located just outside the classroom to the left and right, up a short stairwell. 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>.

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) appears on the following pages. 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. If there's a link, click on it. Throughout the semester, we will build on the material, so keep up and engage with learning.

*****At the beginning of the semester, make a note of all of the homework, quizzes, and exams that are noted on the syllabus. Put these dates in your calendar, with reminders several days before, and the immediate day before. If there are weather events that cause school to be closed, typically, the exams or quizzes will be the immediately following class period. Students will be notified by email, as appropriate, for any changes.**

Due dates and content may be adjusted as needed during the semester.

Start strong. Finish strong.

COURSE SCHEDULE. CHANGES OR CORRECTIONS WILL BE MADE AS NECESSARY AND WILL BE ANNOUNCED IN CLASS.

Date	Read/Watch/Complete <i>as required, before class</i>
1/15, 17	<p>FIRST CLASS DAYS! Start strong. Finish strong. Hit the ground running!</p> <p>Getting Started: INTRODUCTION, THEMES... Diversity Hats Let's discuss: Why are you interested in studying diversity in organizations?</p>
	<p>TEXTBOOK: Read Chapters 1 (Introduction) and 2 (Theories). Complete MINDTAP work. Chapters 1-3 set the foundation for the rest of the semester, with recurring themes, theories, legislation, and information.</p> <p>HOMEWORK A: Put your "diversity hat" on as you shop, eat out, watch tv, go to religious services, to a sporting event, etc. of your choice.</p> <ol style="list-style-type: none"> 1. Where were you or what were you watching? 2. Whom do you see working? 3. What kinds of people are working in which jobs? 4. Who is absent or grossly underrepresented at all? 5. What are potential individual and organizational consequences of the representation of the sampling you describe?
	<p>REQUIRED READING: Dweck (see Blackboard): Even Geniuses...</p> <p>HOMEWORK B (EVERYONE READ, DECIDE, AND SHARE THIS INFORMATION!)</p> <ol style="list-style-type: none"> 1. Decide to work hard! (IN THIS CLASS, YOUR OTHER CLASSES, AND IN LIFE. Help others decide this also). The negative messages you or they may have received about "being smart" or "good at something" can be destructive. Behave like a genius! If one approach doesn't work, try a different approach. You can do whatever you set your mind to! <p>QUESTION TO CONSIDER: What proportion of the world's population has a college degree?</p>
1/22, 24	<p>TEXTBOOK: Read Chapters 2 (Theories) and 3 (Legislation). Complete MINDTAP work. Again, chapters 1-3 set the foundation for the rest of the semester, with foundational themes, theories, legislation, and information. Start strong and finish strong. Think intensively and critically.</p> <p>HOMEWORK C: Note: It is not necessary to turn in or discuss in class if you do not wish to. But, do it, and think about it.</p> <ol style="list-style-type: none"> 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? How do these group memberships affect your life, opportunities, outcomes, and experiences? 4. Are there areas in which your group membership has changed? 5. Are there areas in which your group membership is concealable? Have you ever purposely concealed an aspect of your group membership? Why? <p>Watch and consider: Worlds apart: https://www.thedrinksbusiness.com/2017/05/heinekens-social-experiment-ad-campaign/</p> <p>HOMEWORK D: 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. Note: It is not necessary to turn in or discuss the specifics of your results. When you've completed the tests, read the FAQs, too. Think about the following questions:</p> <ol style="list-style-type: none"> 1. What tests did you choose? Why? 2. What do you think about the results? 3. If valid, how might one's results affect one's actions and assumptions as a manager, journalist, politician, teacher, doctor, police officer, retail clerk, or customer service rep? <p>Spend some time exploring and thinking about content on the Breaking Prejudice website: http://breakingprejudice.org/</p>

1/29, 31	<p>TEXTBOOK: Read Chapters 3 (Legislation) and 4 (African Americans). Complete MINDTAP work. Start strong. Finish strong. Think intensively and critically.</p> <p>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 roles in diversity in organizations.</p> <p>HOMEWORK D (FOR CLASS DISCUSSION): 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> <ol style="list-style-type: none"> 1. What are your general thoughts after spending some time at eeoc.gov? 2. Pick one case that appears on EEOC.gov that was resolved (e.g., settled, with monetary benefits). Print it and answer the following questions: <ol style="list-style-type: none"> a. What happened? b. What were the laws involved? c. For how much was it resolved? <ol style="list-style-type: none"> i. Is that enough? ii. Why or why not?
2/5, 7	<p>TEXTBOOK: Read Chapters 3 (Legislation) and 4 (Blacks/African Americans). Complete MINDTAP work. Start strong. Finish strong. Think intensively and critically.</p> <p>**Quiz 1, 2/5</p> <p>HOMEWORK F: Mortgage Loans http://usatoday30.usatoday.com/money/industries/banking/story/2012-07-12/wells-fargo-fine-discrimination-settlement/56170446/1</p> <ol style="list-style-type: none"> 1. How does losing one's home to foreclosure affect the accumulation of wealth? 2. How does wealth affect other aspects of one's life? 3. Aside from dealing with the fine, what should Wells Fargo do? 4. Prior to reading this case had you thought about discrimination against customers or the consequences of such discrimination? <p>HOMEWORK G: Loan officer fired: http://theqrio.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? 3. How might attitudes such as those held by this loan officer affect Blacks in other areas of life?
2/12, 14	<p>TEXTBOOK: Read Chapters 4 (Blacks/African Americans) and 5 (Latinos/Hispanics). Complete MINDTAP work. Think intensively and critically.</p> <p>HOMEWORK H: Consumer Racial Profiling: Macy's Herald Square: http://www.cnn.com/id/101933055#. Norstrom: https://www.nytimes.com/2018/05/08/business/nordstrom-black-men-profiling-shopping.html Barney's NY: http://www.theguardian.com/world/2014/aug/11/barneys-racial-profiling-settlement</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. What kinds of customers (race, ethnicity) were targeted for racial profiling in these cases? How are they identified (e.g., "what are common characteristics of a minority"/Dworkin & Dworkin)? 5. Explain what research cited in the textbook says about who commits retail theft. 6. What are some specific approaches retail entities might employ to prevent and address consumer racial profiling? 7. What is the TEXTBOOK definition of consumer racial profiling?

	<p>HOMEWORK I: 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> <ol style="list-style-type: none"> 1. In what ways does this kind of behavior affect Blacks' opportunities and employment levels? 2. What are the potential organizational consequences of this, using Cox and Blake? 3. What kinds of procedures should organizations put into place to prevent and address this kind of behavior? <p>HOMEWORK J REQUIRED READING from BLACKBOARD: Garcia & Sharif, Racism and Public Health</p> <ol style="list-style-type: none"> 1. What is the definition of racism from this article? 2. In what journal was the article published (see footer of the page)? 3. Look at the list of references at the end of the paper.
2/19, 21	<p>TEXTBOOK: Read Chapters 4 (Blacks/African Americans) and 5 (Latinos/Hispanics). Complete MINDTAP work. **EXAM 1, TUESDAY, Feb 19</p>
	<p>HOMEWORK K:</p> <p>Stealing Mentos? https://www.nytimes.com/2018/05/07/us/police-mentos-gun-video.html?action=click&module=RelatedCoverage&pgtype=Article&region=Footer</p> <ol style="list-style-type: none"> 1. What are your thoughts about this video, from a diversity perspective? 2. How did the target of the officer's aggression feel? What did he say? <p>Stereotype perpetuation: https://www.newyorker.com/culture/the-front-row/peppermint-reviewed-jennifer-garner-stars-in-an-ignorant-racist-drug-trade-revenge-film</p> <ol style="list-style-type: none"> 1. After reading this movie review, what are your thoughts about this movie? 2. What proportion of the general public would likely recognize the stereotypes perpetuated in the movie? 3. What are some harmful effects of such stereotypes for those who are Mexican and others? <p>Fan ejected: https://www.npr.org/sections/thetwo-way/2012/03/15/148703015/southern-miss-band-hurls-where-your-green-card-chant-at-latino-player</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? 2. What negative roles do sporting organizations play in fostering unacceptable attitudes and behaviors related to race, ethnicity, sex, and gender? 3. What proactive measures can the NCAA do to curb the kinds of behaviors that happened at the NCAA tournament? 4. In U.S. history, what roles have professional athletes played in working for racial and social justice? Who are some athletes who have worked for social justice? At what costs? Investigate. <p>IN CLASS: BAYLOR POSTER, DRINK VENDORS.</p>
	<p>HOMEWORK L: On bilingualism: http://www.nytimes.com/2011/05/31/science/31conversation.html?_r=0</p> <ol style="list-style-type: none"> 1. Do you know any families in which subsequent generations do not speak their parents' native language? Do you know why this happened? 2. What does science say about the benefits of bilingualism? 3. What does the textbook say are potential problems with employees speaking different languages at work? 4. What can organizations do to address some of the problems and reap some of the benefits associated with employees speaking multiple languages? 5. Is bilingualism a compensable skill?
2/26, 28	<p>TEXTBOOK: Read Chapters 5 (Latinos/Hispanics) and 6 (Asians/Asian Americans). Complete MINDTAP work. Think intensively and critically.</p>

	<p>HOMEWORK M: Microaggressions:</p> <p>https://www.buzzfeed.com/hnigatu/racial-microaggressions-you-hear-on-a-daily-basis?utm_term=.ijWQ2DDbb#.csOxdyyaa</p> <ol style="list-style-type: none"> 1. What is the formal definition of “microaggression” from the TEXTBOOK? 2. Have you experienced a microaggression? If yes, what happened? 3. What are likely consequences for organizations when microaggressions occur? <p>HOMEWORK N:</p> <ol style="list-style-type: none"> 1. What proportion of Asian Americans are immigrants? 2. What factors cause differences among immigrants (not just Asian immigrants) in their organizational experiences? 3. Speculate on why organizations hire immigrants.
	<p>HOMEWORK O: 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>http://www.slate.com/articles/sports/the_good_word/2012/02/chink_in_the_armor_jeremy_lin_why_it_s_time_to_retire_the_phrase_for_good.html</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”? 3a. What are some other (raced, classed, gendered, ableist, ageist, heterosexist, etc.) words that are common in U.S. language? <ol style="list-style-type: none"> b. What effects might everyday usage of these words have?
3/5, 7	<p>TEXTBOOK: Read Chapters 6 (Asians/Asian Americans) and 7 (Whites/Caucasians). Complete MINDTAP work. **Quiz 2, Tuesday, 3/5</p> <p>HOMEWORK P:</p> <p>a. When the patient is racist:</p> <p>http://well.blogs.nytimes.com/2013/07/25/when-the-patient-is-racist/</p> <ol style="list-style-type: none"> 1. What are some other “ists” might hospitals and medical organizations might have to deal with from patients? 2. What should medical facilities do when faced with these issues? 3. What are some other diversity concerns hospitals deal with? <p>b. Healthcare disparities:</p> <p>http://www.nbcnews.com/id/22463720/ns/health-health_care/t/prescribing-gap-may-leave-blacks-more-pain/#.V62w8aKquAY</p> <p>https://health.usnews.com/health-care/patient-advice/articles/2018-05-10/is-race-a-factor-in-whether-you-or-your-child-get-antibiotics</p> <ol style="list-style-type: none"> 1. What should hospitals do about these disparities? 2. What should individuals do about these disparities?
3/12, 14	<p>SPRING BREAK! HAVE FUN! BE CAREFUL! STUDY YOUR 3/1 DURING SPRING BREAK, TOO. GET SOME EXTRA STUDYING DONE! DID YOU START STRONG? FINISH STRONG!</p>
3/19, 21	<p>TEXTBOOK: Chapters 7 (Whites/Caucasians) and 8 (Native Americans and Multi-Racial Group Members). Complete MINDTAP work.</p> <p>https://www.washingtonpost.com/news/post-nation/wp/2017/08/10/think-all-millennials-are-woke-a-new-poll-suggests-some-are-still-sleeping-racism/?tid=hybrid_collaborative_2_na&utm_term=.e7b800151281</p> <p>TO DO: Click on some of the links in the story and read the associated articles. Here is one (but click on some others):</p> <p>https://lettersforblacklives.com/letters-for-black-lives-south-asian-american-version-f5d8ec9a46ac</p> <p>In class: Joan Trumpauer Mulholland, A Class Divided</p>
3/26, 28	<p>TEXTBOOK: Chapters 8 (Native Americans and Multi-Racial Group Members) and 9 (Sex and Gender). Complete MINDTAP work. Think intensively and critically</p>

	<p>**EXAM 2 TUESDAY, 3/26</p> <p>HOMEWORK Q: Multi-racial couple denied license: http://www.nbcnews.com/id/33332436/ns/us_news-life/t/interracial-couple-denied-marriage-license/#.U_pzPxeg99A</p> <ol style="list-style-type: none"> 1. When did this occur? 2. Who else has recently been denied marriage licenses? <ol style="list-style-type: none"> a. Why? b. What similarities and differences exist between these denials? 3. What are the dominant groups making decisions about whether certain people can marry? <p>Multiracial discrimination cases: https://www.eeoc.gov/eeoc/newsroom/release/archive/5-18-09.html https://www.eeoc.gov/eeoc/newsroom/release/11-10-16a.cfm</p> <ol style="list-style-type: none"> 3. What specific kind of discrimination is occurring in these cases? <p>Native Americans profiled on college tour: https://www.cnn.com/2018/05/04/us/colorado-state-university-racial-profiling-trnd/index.html</p> <ol style="list-style-type: none"> 4. What consequences of this may ensue for the prospective students who were profiled and others in their community? 5. Aside from his strong statements, what are two things that the Colorado State University president should do to address this problem and its negative consequences?
4/2, 4	<p>TEXTBOOK: Read Chapters 9 (Sex and Gender) and 10 (Work & Family). Complete MINDTAP work.</p> <p>IN CLASS: PHOTOS</p> <p>Homework R: https://www.salon.com/2013/07/02/my_year_of_modesty/</p> <ol style="list-style-type: none"> 1. Read and think deeply about this. 2. What are some individual and organizational diversity-related effects of pervasive sexualization of women and girls?
	<p>HOMEWORK S: Sexual harassment by customers: https://www.nytimes.com/2018/07/22/us/savannah-waitress-video.html</p> <ol style="list-style-type: none"> 1. What factors in society lead to these kinds of incidents? 2. What should managers do about these kinds of incidents? 3. What are the potential ramifications for employees and organizations of these kinds of incidents? 4. How might the perpetrators be negatively affected by this kind of behavior? <p>HOMEWORK T: Nursing is physically demanding work: https://www.nytimes.com/2018/07/18/nyregion/nurses-sex-discrimination-settlement-nyc.html</p> <ol style="list-style-type: none"> 1. What are the long-term individual and societal consequences of this kind of sex discrimination? 2. Is the settlement fitting for what occurred? Why or why not?
	<p>Homework U, continued Equal Pay Efforts https://blog.dol.gov/2016/08/04/massachusetts-leading-the-way-on-equal-pay/</p> <ol style="list-style-type: none"> 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, specifically, should employers do to avoid gender bias in compensation? <p>HOMEWORK V: a. Gender Identity/Gender TedxTalk: Beyond the gender binary: https://www.youtube.com/watch?v=-Lm4vxZrAig</p> <ol style="list-style-type: none"> 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?

	<p>b. Kroger: http://www.cincinnati.com/story/money/business/2016/03/28/kroger-unisex-bathroom-explanation-draws-attention/82339114/</p> <p>1. What potential consequences of Kroger's stance may ensue?</p> <p>IN CLASS: VIDEO, PHOTOS</p>
4/9, 11	<p>TEXTBOOK: Read Chapters 10 (Work & Family) and 11 (Sexual Orientation and Gender identity) Complete MINDTAP work. Think intensively and critically. HOMEWORK #: READ AND CONSIDER THE BLACKBOARD GENDER ARTICLES</p> <p>1. What are 3 key takeaways from these articles?</p> <p>HOMEWORK W: https://www.nytimes.com/2018/08/08/upshot/chores-girls-research-social-science.html</p> <p>1. How do societal gender roles affect women, men, families, and organizations? 2. What are two specific steps organizations can take to minimize the effects of gender and gender roles on individuals' careers? 3. What are two specific steps parents can take to address gender imbalances in the home?</p> <p>HOMEWORK X:</p> <p>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=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>1. What about John Browne's and Tim Cook's experiences are unique?</p> <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> <p>2. How might having a non-dominant group member as CEO affect company diversity policies? 3. How might having a dominant group member ally (this means FRIEND OR SUPPORTER) as CEO affect company diversity policies?</p> <p>Human Rights Campaign buyers' guide: http://www.hrc.org/blog/hrc-releases-2018-buyers-guide-in-time-for-holiday-shopping-season</p> <p>1. Take a look at the 2018 buyers' guide. Think about Cox & Blake. 2. Note that many companies that have high (or low) ratings are weak (or strong) in terms of other diversity areas. How do these complexities occur?</p>
4/16, 18	<p>TEXTBOOK: Read 11 (Sexual Orientation and Gender identity) and Chapter 14 (Physical and Mental Ability). Complete MINDTAP work.</p> <p>http://breakingprejudice.org/multimedia/video-diaries/brittany.html http://breakingprejudice.org/multimedia/video-diaries/bri.html</p> <p>HOMEWORK</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>HOMEWORK Y:</p> <p>1. What effects can inspiration porn or superhero status have on others with disabilities? 2. Is the Matt Stutzman video inspiration porn? Why or why not?</p> <p>American Girl Doll:</p>

	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&referer=http://m.facebook.com 3. What Cox and Blake factor is the doll manufacturer capitalizing on? 4. Aside from the Cox and Blake factors, what other benefits of creating diverse dolls may exist?			
4/23, 25	TEXTBOOK: Read Chapters 14 (Physical and Mental Ability) and 13 (Age). Complete MINDTAP work. **EXAM 3, April 25 Racist Millennials, LGBTQ Supportive Millennials? https://www.washingtonpost.com/news/work/wp/2015/06/23/millennials-are-just-as-racist-as-their-parents/ http://www.hrc.org/blog/poll-majority-of-young-adults-in-america-support-pro-lgbtq-policies HOMEWORK Z: 1. How and why might one's age affect one's belief systems? 2. What other factors affect one's belief systems? 3a. What role does multiple group membership play in these attitudes? b. How might people deal with conflicts between identities?			
4/30, 5/2	TEXTBOOK: Read Chapters 11 (Age), 12 (Religion), and 15 (Weight and Appearance). Complete MINDTAP work. IN CLASS: "The Nature of Prejudice", Dr. Douglas Klahr. **QUIZ 3, 4/30 HOMEWORK AA: a. Religion in the news http://www.nbcnews.com/id/38792399/from/toolbar#.WZQ0EhFK2cw 1. What is the dominant religious group in the United States? 2. How can dominant group membership affect ability to see privilege? 3. If another religion's event were held and mandatory in non-religious organizations, what might be the outcome? b. Complexities: https://www.nytimes.com/2018/08/10/health/catholic-hospitals-procedures.html 1. What suggestions do you have, having studied diversity and relevant laws, for addressing these complexities in a responsible, fair manner? c. 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 1. According to this story, what apparent similarities exist between the two women in this article? 2. According to the text, what factors influence weight? 3. How is weight similar to and different from other aspects of diversity?			
5/2	LAST CLASS DAY. Content catch up. Review. FINISH STRONG!			
5/7	FINAL EXAM. 4326-001 8 – 10:50 a.m. Tuesday, May 7 8 a.m. 4326-002 11 – 12:20 p.m. Tuesday, May 7 11 p.m.			