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Syllabus for Diversity in a Global Environment

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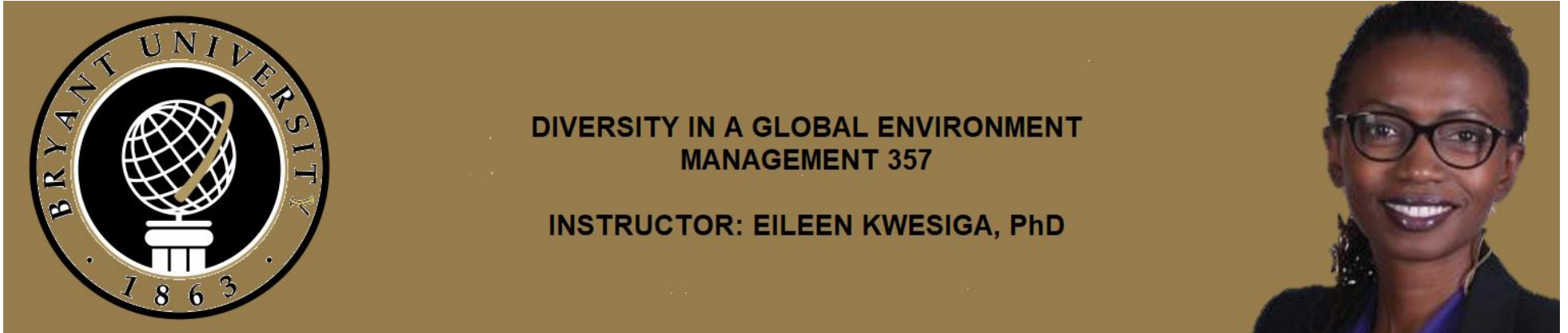


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Office Hours: Every Tuesday & Thursday 10 – 12 pm suite J

Welcome to Diversity in a Global Environment Management 357! My name is Eileen Kwesiga and I will be your instructor for this course. I have extensive experience in the corporate world, which informs my approach to teaching and which I hope you will leverage during our time together. Specifically, I worked on multi-million-dollar projects implementing and overseeing software installations for global companies such as Sherwin-Williams, Progressive Insurance, Lincoln Electric and General Electric. Eventually, I felt called to be a change agent in higher education and earned my doctorate in Organizational Behavior and Human Resource Management from the University of Texas at Arlington. Nowadays I am passionate about teaching and implementing sustainable practices both inside and outside of the classroom environment. To date, I have partnered with 400+ local and international organizations through my classes and consulting as well with the objective of implementing sustainable long-term solutions. My consulting expertise is in people management, change and sustainable development, and diversity inclusion. My research appears in multiple management journals.

During our time together in this course, please join me for office hours or set up an individual appointment to share your questions and ideas. In addition, feel free to email me anytime, or call me on my cell number: - 401 699-6766 no later than 9:30 pm. If you need to reach me for an important matter, an emergency or a question, text me, but please identify yourself as a member of MGT357. I look forward to working with each of you over the semester. We are going to learn a lot together!

Description of Course Content: This class will 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. In this current work environment, cultivating an understanding of social justice and managing people for sustainability is imperative. It will improve students' ability to understand and address diversity as a manager and employee with the intention of building new frameworks for people oriented responsible management. By taking this course you are joining many others in the world who endeavor to change our immediate surroundings for the better. To be specific, this course is aligned with United Nations Sustainable Development Goals. We focus on Goals 10 (Reduced Inequalities) and 16 (Promote Peaceful and Inclusive Societies).

Research relevant to organizations, and many functions within organizations including human resources (recruitment, selection, training and development,

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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, part of your 100 years). As a college graduate or degree holder, you will join a privileged group: less than 7% of the world's population has earned at least a college degree. Make the most of your time and money spent here.

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, in addition to the material in the book and MindTap (flashcards, videos), there are additional articles and videos that should be read from the syllabus. 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 or earn citizenship, 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.

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.

MindTap includes various features such as links to videos, flashcards, and vocabulary, which will be helpful to you in mastering the material and in preparing for

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exams and quizzes. This work can be part of your 3/1 study time.

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/c/mindtap-for-diversity-in-organizations-3e-bell/9781305576940PF/>

Standards of Classroom Behavior and Interactions, COVID etc.

At times, some of the course material may make us feel 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. We will not discuss or debate political or religious beliefs and dogma in this class. While beliefs affect behavior, organizations are concerned about controlling/changing behavior toward customers and colleagues at work and sometimes outside of work (e.g., social media).

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 something, 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.

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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.

COVID POLICY

My goal is to create and maintain a safe, healthy environment for us to learn together over the course of the semester. I will support each of you, whether you choose to attend in person or participate remotely in the course for personal reasons. To ensure everyone's safety while in the classroom, I will require strict adherence to the following classroom policies in this course:

1. Everyone should be wearing masks PRIOR to entry into the classroom, and masks should remain on throughout the entire class period.
2. Masks should cover both the NOSE and MOUTH at all times.
3. Everyone should use hand sanitizer immediately prior to entry into the classroom.
4. **No food and drink** will be allowed in the classroom. No exceptions.
5. Everyone should refrain, if at all possible, from leaving and returning to the room during our class period. Please try to stay in your seats for the entire 75-minute time slot.
6. Please maintain *social distancing* at all times in the classroom.

7. If you have a question, please do not come to the podium after class. Instead, let me know, and we can meet outside on the Hassenfeld Common in front of the Unistrukture.
8. Do NOT attend class in person if you exhibit any COVID symptoms, or if you suspect that you have been in contact with someone who has tested positive for COVID.

Thank you very much in advance for your courteous compliance with these policies!

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.
7. understand why cultivating equity and justice is imperative for the growth and sustainability of 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 and diversity issues continually as you begin wearing your diversity hat.

Assessment of Learning

Behind successful and sustainable organizations are high performing teams. To be a high performing team you have to understand and cultivate an understanding and empathy for all types of individuals. One of the great outcomes of Bryant programs is the collaboration that ensues from learning and working together. Some of the popular innovative companies such as Uber and tough mudder races were formed by students just like you, collaborating and innovating together. I hope the team report/projects from this class will enable you to form a collaborative spirit that will carry on past this course! Note that starting your work early will help you tremendously in this course just like in anything else.

My philosophy of learning assessment is similar to a performance assessment in the workplace. It is rare for every employee to receive an above average, or an "Exceeds Expectations" outcome on every evaluation. Performance reviews are meant to help benchmark progress toward goals, identify areas for improvement, and highlight bright spots deserving of special affirmation. With this in mind, understand that it is unlikely that all students will earn an "A" grade or full credit on

each and every assignment; an “A” reflects superior performance and requires going above and beyond basic expectations.

In every case, I will provide feedback to help you understand how you can continue to stretch yourself as a student. Reviews will include components such as the timeliness of submissions, aggregate peer reviews from your teammates, depth and quality of the content you submit, clarity and engagement of your presentation and communication skills, and/or your writing and organization skills (as relevant to each activity).

If you ever have questions about a grade or need clarification about feedback provided to you, please join my office hours. I will not respond to concerns about minor point values; remember, the intent is not for you to collect points but rather for you to learn about management content and theories and their applications to your life while also working toward the overall goals of the Bryant degree program.

Points Allocation: You are expected to complete all performance requirements for the course and to demonstrate mastery of the course concepts and course learning outcomes. You must follow directions and requirements provided for each activity to earn the allotted points. The point total for the course is 1000. Your final grade will be posted in Banner.

Percentage	Activities
10%	PARTICIPATION:
	Classroom Quality Contributions 10
40%	DEMONSTRATION
	• Weekly Chapter Synthesis 20
	• Exams 20
50%	APPLICATION
	• In the News 10
	• Research Synthesis Paper 30
	• Presentation Part 10
100%	Total

complete this graduate level course is C-. An F represents a failing grade. The course grade will be posted within two weeks of the course end date. You should apply for correction of numerical errors, if any, within one week of the announcement of the grade.

Percentage	Points	Letter Grade
94 and above	940 and above	A
90 - 93.9	900 – 939	A-
87 - 89.9	870 – 899	B+
83 - 86.9	830 – 869	B
80 - 82.9	800 – 829	B-
77 - 79.9	770 – 799	C+
73 - 76.9	730 – 769	C
70 - 72.9	700 – 729	C-
69.9 and below	699 and below	F

Grading Scale: The following chart shows the percentage of points awarded to the letter grade for the grades. The minimum grade required to successfully

GOOD LUCK!

Good luck in the course, and I hope you enjoy it. Do not hesitate to come and see me at any time if you need to discuss anything. If my office hours are not suitable, make an appointment to see me or just drop by. Do make a point to come in and introduce yourself at the beginning of the semester or write me an introductory E-Mail. If you have questions about the syllabus, bring them up in class or e-mail them to me as soon as possible. It is important to have any ambiguities cleared up regarding class expectations at the beginning

Tentative Course Schedule ***The course content is subject to change at the discretion of the professor. If this happens, you will be notified appropriately.

Week	<p style="text-align: center;">Main Classroom ALL CHAPTERS READ BEFORE CLASS</p> <p>-Chapter Synthesis papers (These will include chapter reading and weekly assigned content on the syllabus) due on TUESDAYS before class -Diversity assessment due end of the week</p>	Date
<p>1: Introduction to Diversity Chapter</p>	<p>FIRST CLASS DAY! Getting Started:</p> <p>READINGS:</p> <ol style="list-style-type: none"> CHAPTER 1 https://www.nytimes.com/interactive/2019/08/14/magazine/slavery-capitalism.html This article introduces some of the history that shaped today's "management," "diversity," and the ways organizations are run. Read this and think about "management" in organizations. Include your thoughts on the synthesis!. 	<p style="text-align: center;">9/7</p> <hr/> <p style="text-align: center;">9/9</p>
<p>2: Theories and Thinking about Diversity</p>	<p>CHAPTER 2</p> <p>WATCH AND WE WILL DISCUSS IN CLASS: Let's talk about Race https://www.youtube.com/watch?v=Rf8q-8gbfrw&feature=youtu.be</p> <ul style="list-style-type: none"> What were your thoughts on the video? What were your thoughts about race before you listened to the video? <ul style="list-style-type: none"> What thoughts or questions are still nagging? <p>SPEAKER</p>	<p style="text-align: center;">9/14</p> <hr/> <p style="text-align: center;">9/16</p>

<p>3: Legislation</p>	<p>CHAPTER 3</p> <p>Mortgage Loans https://www.reuters.com/article/us-wells-lending-settlement/wells-fargo-to-pay-175-million-in-race-discrimination-probe-idUSBRE86B0V220120712</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? <ul style="list-style-type: none"> • 4. Prior to reading this case had you thought about discrimination against customers or the consequences of such discrimination? 	<p>9/21</p>
<p>4: Black/African Americans</p>	<p>CHAPTER 4</p> <p>https://www.kmov.com/news/after-10-black-wash-u-students-are-falsely-accused-of-dine-and-dash-clayton-pd/video_a48e74fb-e21c-5f66-8203-935e670e46b5.html</p> <ol style="list-style-type: none"> 1. What should the police have done differently in this situation? 2. What specific procedures could be implemented to avoid situations such as this? 3. Do you always take your receipt when dining or shopping? <p>SPEAKER</p>	<p>9/28</p>
<p>5: Latinos/Hispanics</p>	<p>CHAPTER 5</p> <p>WHO IS JOSE ANTONIO VARGAS? https://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html https://www.cnn.com/2018/06/18/us/jose-antonio-vargas-school/index.html</p> <p>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 can organizations do to address some of the problems and reap some of the benefits associated with employees speaking multiple languages? <p>OCTOBER 7 – DAY OF UNDERSTANDING</p>	<p>10/5</p>
		<p>10/7</p>

<p>6: Asians/Asian Americans & Whites/Caucasians</p>	<p>CHAPTER 6 & 7</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-on-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): https://lettersforblacklives.com/letters-for-black-lives-south-asian-american-version-f5d8ec9a46ac</p> <p>MIDTERM EXAM ON 10/14</p>	<p>10/12</p> <p>10/14</p>
	<p>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>What potential consequences of Kroger’s stance may ensue?</p> <p>SPEAKER</p>	

<p>7: Native Americans and Multi-Racial Group Members</p>	<p>CHAPTER 8</p> <p>https://www.youtube.com/watch?v=zij1PmJcRM https://www.youtube.com/watch?v=gq07vIL3MSs</p> <ol style="list-style-type: none"> 1. How does class, or SES, relate to and affect the “white privilege” discussed? 2. How does class relate to and affect other kinds of privilege (e.g., unearned advantages)? 3. What kinds of multi-group memberships affect Whites and influence their experiences with and interactions regarding diversity in organizations? 4. 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? 5. 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? 6. Have you had open conversations about race or racial issues among diverse friends as they had in this video? If no, why not? If yes, what are those conversations like? 	<p>10/19</p>
<p>8: Sex and Gender</p>	<p>CHAPTER 9</p> <p>https://www.census.gov/library/stories/2019/08/are-women-really-opting-out-of-work-after-they-have-babies.html?utm_campaign=20190820msacos1ccstors&utm_medium=email&utm_source=govdelivery</p> <ol style="list-style-type: none"> 1. Thinking intensively and critically, why is the perception that women opt out of the workforce when they become mothers so prevalent? 2. What are two quantifiable factors that affect women’s propensity to work after parenting? <p>https://www.nytimes.com/2018/08/08/upshot/chores-girls-research-social-science.html</p> <ol style="list-style-type: none"> 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>10/26</p>
		<p>10/28</p>

9: Sexual Orientation and Gender Identity	<p>CHAPTER 11 Read and watch before class! Chapter Synthesis papers due before class 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&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?</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 Tim Cook, Apple CEO coming out: http://www.bloomberg.com/news/articles/2014-10-30/tim-cook-speaks-up 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 as CEO affect company diversity</p> <p>SPEAKER</p>	11/2
	11/4	
10: Religion	CHAPTER 8	10/19

	<p>a. Religion in the news http://www.nbcnews.com/id/38792399/from/toolbar#.WZQ0EhFK2cw</p> <p>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?</p> <p>b. Complexities: https://www.nytimes.com/2018/08/10/health/catholic-hospitals-procedures.html</p> <p>1. What suggestions do you have, having studied diversity and relevant laws, for addressing these complexities in a responsible, fair manner?</p> <p>SPEAKER</p>	10/21
11: Physical & Mental Ability	<p>CHAPTER 14 Matt Stutzman: Archer https://www.youtube.com/watch?v=EFMxzyuYoZw</p> <p>Inspiration Porn: https://www.youtube.com/watch?v=8K9Gg164Bsw</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>	11/16
		11/18
THANKSGIVING BREAK		
13: Weight and Appearance	<p>CHAPTER 15</p> <p>1. https://youtu.be/JA1ggeo3Pow what are your thoughts on this?</p> <p>2. Conduct a google search on weight in America and compare to other parts of the world. What do you find?</p>	11/30
		12/2

14: Class Presentations	PRESENTATIONS	12/7
15: Class Presentations	PRESENTATIONS	12/9
FINAL EXAM Thursday Dec 15 2:00 to 4:00 pm		

More Information

Individual Learning Classroom Contributions Scale		
Grade	Category	Behavioral Examples
0	Unsatisfactory Contributor	Often absent or late for the class. When present, this person is not prepared and if called upon, is not conversant with the assigned course material or is unprepared for the case discussion.
1	Non-Participant	Present but consistently does not speak or says little. When called upon, has difficulty demonstrating or verbalizing a critical thinking process.
2	Adequate Contributor	Contributes to the class discussion. Demonstrates satisfactory preparation. Occasionally offers substantive, useful insights. Seldom offers new direction for the discussion. Offers information directly from readings without elaboration; shows a basic knowledge and comprehension of material and is sometimes persuasive in one's arguments.
3	Good Contributor	Offers usually substantive insights. Demonstrates thorough preparation. Offers some interpretation of the readings; goes beyond the facts as presented and tries to understand their implications. Usually spurs discussion in a new direction. Usually offers analysis and an assessment of the material. Usually suggests new ways of thinking about material; makes connections to other sources (e.g., workplace, business press, or personal examples). Is often persuasive in one's arguments.
4	Outstanding Contributor	Makes important contributions to the class. Demonstrates thorough and exceptional preparation. Offers substantive insights. Offers analysis, synthesis, and evaluation; suggests new ways of thinking about material; makes connections to other sources (e.g., workplace, business press, or personal examples). Spurs discussion in new and interesting directions.

WEEKLY END OF CHAPTER/s SYNTHESIS PAPERS

What a Surprise! Papers (Do this beginning of each week for the assigned chapters for class discussions and participation grades) and submit as required by Sunday 11.59 p.m. to give me enough time to look at them before class on Tuesday.

The papers ARE A SIGNIFICANT PERCENTAGE OF YOUR GRADE. BE THOUGHTFUL IN YOUR WRITING! The papers will have two parts to them:

1. **1)** Paper synthesis- For each chapter/s and weekly assigned content, students should answer the question: “What have I learned while reading this week’s that was most surprising to me? We will use these for class discussion and participation. Read and think about the assigned content carefully. Consider the similarities and differences with previous readings and/or with your perspectives prior to reading the material and the research reported.

YOU WILL NEED TO INCLUDE ALL ASSIGNED WORK.

Make sure you choose something of clear importance to individuals or organizations in which one might work or that affect or are affected by the topic chosen. Use the following **numbered, not paragraph**, format:

2. Explain what was surprising **(include multiple sections from the assigned content to demonstrate that you read the material)**.
3. Identify where you found the concepts (the pages and paragraphs of the sentence in which the idea is presented or described). For the MindTap book, explain to the best of your ability where these sections are found.
4. Explain why this is surprising to you and what your thinking is or was about the concept (prior to reading it. **Discuss**. In this section, interweave the material with observations from class with work and life experiences. If you had no knowledge of this or thought something completely different, consider and explain why.
5. a) Why is this important to individuals and/or organizations, and b) What can individuals, parents, teachers, human resources managers or other leaders in organizations do about this issue (if appropriate), or other diversity issues, perhaps in previous chapters, relevant to it in this chapter?

ALTERNATIVE OPTION

You have the Instead of the above question you can answer the “QUESTIONS TO CONSIDER” at the end of the chapter.

2) The second part of the paper will address the provided content which might be an article or video for the week which will require your thoughtful analysis incorporating the learning from the chapter.

Each paper should be in 12 pitch, Times New Roman font, no more **than 1.5 single-spaced page at a minimum and not more than 2.5 single spaced pages**. It should be thoughtful, and free of spelling, word usage, and punctuation problems. It is important to be able to clearly articulate your thoughts and perspectives at this level, even though this is “not an English class.

Each student will need to complete this exercise **for each week** and be prepared to discuss in class. **We will discuss these papers each week**, using them as a means of delving into some of the chapter material, facilitating discussion and understanding of the text content, and assessing participation grades.

Sample “This surprised me” statement (unbelievable example, intentionally, only for purposes of demonstration):

1. I was surprised to learn that occupations that are male-dominated include police and firefighters. This ties in to chapter one section X and also is highlighted on the video X assigned. This is something I have always taken for granted and now that it was brought to the forefront, I do realize most of the police and fire fighters I have seen have been male.
2. Male-dominated occupations are those that are comprised of at least 70% men job incumbents. I was surprised to learn that police and firefighting are male-dominated because I thought that police and firefighters would be about evenly split between men and women. Since females are socialized to be care-givers, police and firefighters seem like natural careers for them. I do not understand what keeps women from entering these fields, which can be highly paid, have good benefits and retirement, etc. I was raised to believe that everyone had equal chances to choose their career.
3. This information is important to cities to know because they could benefit by including women as police and firefighters. On page X of the book discusses some of the benefits of having women as police officers (explain your reasoning for your comment; use quotes if necessary). Human resources can make concerted efforts to recruit women as firefighters and police officers. These efforts might include (how might they recruit them?). They can also work to retain women by (how might they retain them?).

Note: This is the most important part of the assignment. What are your suggestions to deal with the fact that police and firefighting are so male-dominated?

GROUP RESEARCH SYNTHESIS AND PRESENTATION

Team Research Paper and Presentation

This final project will provide an opportunity for you to collaborate with a team of your classmates to deeply investigate a culturally distinct subgroup within the larger context of American culture. You must select a subgroup that is underrepresented on your team, and not covered extensively in class. Using research each team will prepare an in-depth research report of **between 12 – 15 pages (single spaced)** in length and should included the following content areas (where applicable):

- What is the cultural background/practices/history of this group?
- What are some of the demographic shifts on the horizon within this subculture? How might these shifts inform and influence workplace and marketplace diversity and inclusion strategy? What about the world? How do they interrelate with UNSDGs (10 & 16)?
- What are common experiences people from this subculture having doing business within Corporate America/with majority American businesses? Beyond Corporate America?
- What are some of the common stereotypes of people from this subculture? Who holds these stereotypes? How does that impact organizational behavior and business outcomes?
- What are new issues and trends with this group/culture?
- What do individuals from this subculture wish their organizational leaders/managers knew about how to understand, respect, and leverage the difference they bring to the table?
- What should leaders and organizations do with the insights generated by your team's analysis? How can they implement some of these ideas within their organizations, as well as with their partners, customers, and clients?
- What did you learn from this assignment hand how does it prepare you for working in a diverse organization?

Some ideas for categories that represent subcultures that you might research for this project (this list is **not** exhaustive):

- Gender: Women, Men
- Race: African-American (Blacks), Caucasians (Whites), Latinos, Asians, multiracial people
- Immigration status (e.g. Green Card, undocumented, full citizen, etc.)
- Sexual orientation: Straight, Gay, Lesbian, Bisexual, or Transgender people
- People who are primarily responsible for the physical & emotional care of one or more dependents
- Religion/creed: Orthodox Jews, evangelical Christians, Muslim, Amish, etc.
- Age/generation: Gen Z (Digital Natives), Gen Y (Millennials), Gen X, Baby Boomers, Traditionalists
- Military Veterans
- Disability (including physical, cognitive, mental, sensory, developmental or emotional impairments)
- Many other subcultures not listed above.

This final project is an important exercise to further solidify the lessons learned from the course and lay an important foundation for you beyond this course. **As a part of this project, you will present your findings to the class in a 40-45 minute presentation. Your presentation must follow appropriate presentation techniques including visual and a question and answer period. The research paper is due on April 19, 2020 and presentation dates are on syllabus.**

Competencies Developed	Synthesis Report Assessment Rubric					
	Assessment Elements	Poor	Below Average	Average	Good	Excellent
<ul style="list-style-type: none"> • openness to new information • self-awareness • self-expression • self-regulation • implicit awareness of more than one perspective • passion and focus on one's domain • compassion to inspire others • enthusiastic and contagious work ethic • consistent authenticity with different groups 	Effective Collaboration (>5 pts)	1	2	3	4	5
	Application of Concepts (> 10 pts)	0-6	7	8	9	10
	Innovative Ideas That Are Well Supported (> 30 pts)	0-18	19-21	22-24	25-27	28-30
	Quality of APA Writing (> 5 pts)	1	2	3	4	5

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.

Competencies Developed	Research Synthesis Paper and Presentation Assessment Rubric					
	Assessment Elements	Poor	Below Average	Average	Good	Excellent
<ul style="list-style-type: none"> recognizing complexity of diversity practicing seeing polarities and paradoxes integrative mindsets on people management solving problems by challenging assumptions and using critical inquiry monitoring and questioning one's approach to a routine problem or challenge reimagining current challenges and becoming prepared for new opportunities implementing new best practices 	Application of Ideas (up to 30 pts)	0-18	19-21	22-24	25-27	28-30
	Effective Presentation (10 pts)	0-6	7	8	9	10
	Engaging Delivery (10 pts)	0-6	7	8	9	10

Self and Group Evaluations

Group-evaluations and a Self-evaluation will be due after the last day of the class. The group evaluations allow you to evaluate the contributions of your group's members to the group cases in class as well as any outside the class work. These evaluations are carefully considered in coming up with the final semester grade.

Last Updated 8

08/24/21

These are required part of the class

The Professor maintains complete discretion to raise the final course grade for students based on a number of factors such as, having a very high grade on the final exam, perfect or near perfect attendance, unusually high quality contribution to the class discussions, having played a leadership role in the discussion of assigned cases in class and/or group projects, or other factors that may be deemed relevant in having raised the quality of the class in some way.

Students lowering the quality of the class, through behaviors that are not constructive, may have their course grade lowered. Such behaviors include but are not limited to, excessive absences, coming to class tardy, walking in and out of class while the class is going on, chatting on the cell phone, laptop, or engaging in disruptive behavior which distracts the Instructor or other students.

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