Managing Urban Diversity, UST 453/501, 3 Credits Hours

Web based primarily through BlackBoard Learn and Synchronous Learning Course

Instructor: Tameka L. Taylor, Ph.D., CDE, ttaylor1@csuohio.edu, 216-299-7335, advising by appointment (I know this can be a challenging class to take on-line, it can be successfully done and you learn a lot. If you get confused or have questions, please reach out to me so we can resolved any issues. I want you to be successful.)

Course Description: UST 453/501 Managing Urban Diversity
Study of diversity, including circumstances faced in urban settings that are exacerbated or affected by diversity factors; exploration of a range of social, political, and economic issues related to diversity.

Courses meeting the U.S. Diversity requirement must meet all of the following criteria:

1. Have a primary focus on the experience of human diversity in the United States among one or more of the following groups: Native-Americans, Hispanic-Americans, Asian-Americans, women, LGBTQ (Lesbian, Gay, Bisexual, Transgendered, and Questioning) persons, and persons with disabilities.

2. Explore the concept of diversity as a contemporary phenomenon (a historical approach is acceptable if it leads to an understanding of the contemporary situation).

3. Provide students with knowledge of how the respective discipline analyzes the experience of human diversity.

Students With Special Needs - "Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively." Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

Writing Assistance - If you need to focus your ideas, draft or revise papers or generally improve your writing, the CSU Writing Center is available to assist you in Main Classroom 321. Students should use the American Psychological Association (APA) format for citations and reference pages. Please call 216-687-6981 to make an appointment or visit the website: http://www.csuohio.edu/writingcenter/.

Plagiarism - Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one's own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment. The penalties for plagiarism are found in full in the Student Handbook under Academic Regulations (Policy on Academic Misconduct) at http://www.csuohio.edu/studentlife/conduct/acaddegrees.html
Course Requirements


Expectations: Grades are based on writing assignments (weekly discussion responses, individual papers, group papers) mid-term and final presentations. Students are expected to:

• Read all textbook chapters and other assigned readings before beginning the respective on-line sessions;
• Participate actively in discussions, challenge one another and ask clarifying Questions (This is an on-line class, therefore you cannot be excel without posting weekly in the class);
• Prepare and submit all written assignments. Late assignments will be accepted with penalty (see late policy on page 4);
• Send all discussion postings and written assignments through BlackBoard;
• Log on to the course site daily to check for changes and/or additional information.

All weekly discussions and other assignments are due by the date specified in the Syllabus Course Schedule.

Course Method: The course will be conducted on-line in CSU’s BlackBoard. Students must log onto the class’s BlackBoard site regularly – daily – to monitor any updates or changes in the class. Instructions for accessing BlackBoard are at the end of the syllabus. The class requires extensive use of the site. Information about using BlackBoard is available at:
http://mycsu.csuohio.edu/elearning/

The course structure in BlackBoard is defined in the content module of the BlackBoard course. Here, you will find information for each week. Each week consists of the following materials and information:

• Learning Objectives
• Readings
• PowerPoint Summary of the topic (including most with narration)
• Assignments:
  o Paper preparation assignments as an individual and with assigned group members. Submit directly from the content module for that week or under “assignments” in BlackBoard.
  o Weekly discussions including a focus on diversity related current events. Submit directly from the content module for that week or under “discussions” in BlackBoard.

Each week you will have some combination of a short answer assignment, paper preparation assignment, and discussion due. You must login and participate in the BlackBoard class each week in order to be successful in this course. Homework assignments and discussions are designed to cover the content covered in the text. Additionally, the discussions will focus on diversity related current events. Group paper preparation will be done with your assigned small group.
If you are unsure how to use the features in BlackBoard, please use the help button in BlackBoard or link to help and tutorials via the start here section.

Each week in the content module begins on Monday. The assignments are due by the following Sunday by 11:00 p.m. BlackBoard will promptly close at 11:00 p.m. and will lock out your submission if not posted by 11:00 p.m. exactly. Assignments submitted at 11:01 p.m. will be considered late. There are a few exceptions to accommodate holidays, etc. The exact dates are listed in the syllabus. It is important to stay on track. It is easy to fall behind in an on-line class, so don’t let that happen to yourself.

The days we meet on-line in real time as a whole class will be conducted using Blackboard Collaborate. Blackboard Collaborate is an on-line collaboration platform providing web conferencing, mobile collaboration, instant messaging, and voice authoring. The link to the Blackboard Collaborate classroom login will be provided to you as an announcement in Blackboard and through an email to your CSU account.

**Technology Management:** Students are responsible for managing the technology required for the course, and need to factor this into their planning and organization for the course. For example:
1. Keep copies of your homework in case they don’t download correctly; and
2. Email or call the instructor immediately if your computer crashes, you will have to find another way to ensure your participation in the course (i.e., using computers at CSU, local library, etc.).
3. Problems between the students and BlackBoard, unless officially notified, are their responsibility.

For those who have permission to do school work at your workplace and plan to do so, please be advised that many workplaces have computer safeguards in place that may prevent you from doing so. In particular, workplace pop-blockers may block access.

**Attendance:** Each student is expected to fully participate in the on-line posts several times a week. Due to the nature of this class, we will have 4 classes meetings that we will use Synchronous Learning to participate as a group in real time to maximize your learning experience. There will be weeks you will have less independent work to balance out the times we are meeting in real time and you are expected to be in the class meeting the whole time.

Those dates are:
- August 23 at 6:30 pm (introductions),
- September 27 at 6 pm (activity),
- November 1 at 6 pm (activity), and
- December 6 at 6 pm (final).

Attendance and credit will be given for each of those days. Additionally, I will keep track of the number of posts by each student weekly. I understand that things come up so proper communication is your responsibility as the student. Points will be calculated as a part of your grade at the end of the semester based on your participating in the weekly postings and in the Synchronous Learning days. If an absence is essential, the student is responsible for any assignments made or due during his/her absence. In the event of an emergency, please contact the instructor. The sessions will be recorded so you will be responsible for listening to them to know what you missed.

**Class Participation:** This class is highly interactive and your success will depend on active participation in discussions, group work and class presentations while meeting assignment requirements and deadlines.
1. This is an on-line course. There are no face-to-face class meetings. There are 4 times the class will meet virtually at the same time as listed above. There will be times when you will be asked to break up into pairs with different students in the class to discuss topics. This pair sharing can be done on BlackBoard, telephone, Skype (whichever method works best for the 2 students involved).

2. Assigned reading is to be completed before the week begins. Be prepared to discuss and analyze reading while incorporating individual thoughts, opinions and personal experiences.

3. Additional readings and articles may be distributed throughout the term.

**Homework, activities and written assignments:** Homework and assignments are always due by 11:00 pm on Sunday on the week they are due. **FOR ALL ASSIGNMENTS, YOU ARE REQUIRED TO NAME THE HOMEWORK FILES WITH YOUR NAME** (Title with your name or group member names, Week of assignment, Assignment Name and Date; Ex: Tameka L. Taylor, Week #1, Individual Paper #1, September 1, 2015) as well on the document itself or points will be taken off for the assignment.

**Assignment Guidelines:** The syllabus is subject to change.

**Readings:** See above

**Individual and Group work** - this course requires both individual reading and writing homework, and out-of-class group discussion and group written homework. Group papers will be graded with all members receiving the same grade. Group members will have the opportunity to grade how well their group works together, as well as, each individual's contributions to the group's work.

**Papers, Sources** - written papers for an individual assignment should incorporate information from readings and research, and your personal perspective. Group papers may rely more heavily on objective information and less on personal reflection, although including a summary of the group's discussion on topics will add an element of personal perspective.

**Papers, format** – APA format, double-spaced, and unless otherwise specified:
- Individual papers = 2-4 pages
- Group papers = at least 4 pages
- Mid-term paper = 5-6 pages
- Final group paper = 12-14 pages
- Title with your name or group member names, Week of assignment, Assignment Number and Date (Ex: Tameka L. Taylor, Week #1, Individual Paper #1, September 1, 2015)

**Late Policy:**
Late Papers are frowned upon. Students should have papers ready to turn in by 11:00 pm on the Sundays as indicated on the syllabus the day that it is due. However, understanding that things sometimes happen, I will accept papers late with a penalty up to 11:00 pm on the Tuesday after the paper is due through Blackboard. Any questions or concerns regarding this please feel free to talk to me.

**University Deadlines**
- For the current semester, the deadline for dropping a course is September 4, 2015.
- The last day to withdraw from the course is October 30, 2015.
- The final examination week is December 6-11, 2015.
## Grading:

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Points:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion/Participation/Attendance</td>
<td>20 points</td>
<td>Expected during each week in the form of discussion board postings and in the classes when we meet virtually</td>
</tr>
<tr>
<td>Writing - Individual</td>
<td>20 points (5 points each x 4 papers)</td>
<td>Graded based on content, grammar, spelling, APA etc.</td>
</tr>
<tr>
<td>Writing – Group</td>
<td>20 points (10 points each x 2 papers)</td>
<td>Graded based on content, grammar, spelling, APA etc.</td>
</tr>
<tr>
<td>Mid-Term Individual Paper</td>
<td>15 points</td>
<td>Graded based on content, grammar, spelling, APA etc.</td>
</tr>
<tr>
<td>Final Group Project &amp; Group Evaluation</td>
<td>25 points (15 points for paper, 10 points for presentation)</td>
<td>Presentation graded for creativity and content</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

**Note:** All writing is graded on content, grammar, spelling, APA format, etc.

**Extra Credit:** Will be offered at various times throughout the semester.

Students are not eligible to earn an “A-” or above in the class without turning in a mid-term paper or participating in both parts of the Final Project/Presentation.

### Student Grading

CSU uses the following letter grades with plusses and minuses. In the Levin College the letter grades follow this numeric scale:
- A: 94-100
- A-: 90-93
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79 (there is no C+ grade for graduate students; C = 70-79 for grad students)
- C: 70-76 (for undergraduates, 70-79 for grad students)
- D: 60-69 (there is no D for graduate students)
- F: 59 and below for undergraduates, 69 and below for graduate students

### Grades of “I” and “X”

- **X** - The grade of "X" can be assigned by the instructor when an attending/participating student has stopped attending/participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period. An "X" automatically becomes an F if not resolved by the last day of instruction of the following semester. An “X” also will be assigned by the University Registrar when no grade is submitted by an instructor.

- **I - Incomplete.** The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

An "I" grade can be assigned by the instructor when all 3 of the following are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.

**Group Ground Rules:** When discussing content in class and in homework groups, let’s use some ground rules so that everyone can feel heard, respected and safe. There will be times that we will not all agree with one another.

- Speak for yourself, use "I" statements
- Participate
- Listen, listen, listen
- Become aware of judgments
- Be self challenging and self responsible
- Speak your thoughts and feelings
- Stay present, focus on learning
- Give each other respect & appreciation
- Agree to disagree at times
- Share the air
- Don’t avoid discussing difficult or sensitive issues (Deal with them courageously without lapsing into superficial politeness)—Be honest
- Think through your responses before you type on the discussion board
- Once you post a message, it cannot be retrieved so make sure that the language you use is appropriate & respectful
- Honor confidentiality
- Have fun!

**Class Schedule, Reading and Assignments:**

**Key to format:**
- Week #: Date of Class
- Topics: To be covered **THIS WEEK** class
- Assigned Readings: To be completed by **NEXT WEEK’S CLASS**
- Homework: Due **by Sunday at 11:00 pm**
- Paper to be titled: Title with your name or group member names, Week of assignment, Assignment Number and Date (Ex: Tameka L. Taylor, Week #1, Individual Paper #1, September 1, 2015)

**Week 1 of August 23rd**

**Topics:**
- Introduction to Class
- Introduction of Community Members
- Syllabus Review
- Ground Rules
- Book Overview
- Diversity in the News
- Diversity Definitions
- Diversity Awareness Quiz, pages 9-11 (Do not use anything to help you get answers, I’m trusting you)
- **Real time session 8/23 at 6:30 pm**

**Assigned Readings:**
- Preface, Introduction, Introduction to Section I, Chapters 1, 2, 3, 5, 7

**Homework:**
- **Complete prior to beginning discussion board** IAM activity, page 8
- **Complete prior to beginning discussion board** Uncovering Stereotypes Exercise, pages 29-31
Week 2 of August 30th
Topics:
- Introduction to Section I
- I AM Exercise
- Increasing Multicultural Understanding: Uncovering Stereotypes
- Overview of Group Members and Assignments
- Understanding Attribution Theory by Using Visual Literacy
- EEO Overview
- Thriving in a Multicultural Classroom
- Respect/Disrespect/Platinum Rule

Assigned Readings:
- Chapters 8, 9, 10, 11, 12, 50 (pages 376 - 382)

Homework:
- Prepare to discuss Questions, pages 25 – 27, 40, 47
- Watch the video "The Miniature Earth" at www.miniature-earth.com
- Individual Paper #1: Complete all instructions (1 - 4) Option A (college campus) OR Option B (workplace), pages 57 - 58

Week 3 of September 6th
Topics:
- Exploring Diversity in Your Organization
- The Miniature Earth
- The Emotional Connection of Distinguishing Differences in Conflict
- White Privilege and Male Privilege
- Privilege Beyond Race and Gender
- The Best of the Best
- The Pitney Bowes Case: A Legacy of Diversity Management
- Final Group Project/Presentation

Assigned Readings:
- Introduction to Section II, Chapters 14, 15, 16

Homework:
- Prepare to discuss Questions, page 79
- Individual Paper #2: Answer Questions, page 89 (#1-3) OR 93

Week 4 of September 13th
Topics:
- Introduction to Section II
- We have an African American President: How Could Racism Still Exist
- To Be Asian in America
- Inventing Hispanics, A Diverse Minority Resists Being Labeled

Assigned Readings:
- Chapters 13, 17, 21

Homework:
- Prepare to discuss Questions, page 105
- Video: Watch "A Tale of O" on YouTube

Week 5 of September 20th
Topics:
- A World View of Cultural Diversity
- Immigration: Cultural Transmission Today
- Being an Only: A Field Assignment

Assigned Readings:
- Introduction to Section III, Chapters 22, 23, 29

Homework:
- Prepare to discuss pages 185-186
- Individual Paper #3: See Instructions on Privilege and Power Paper on page 9-10 of this syllabus

Week 6 of September 27th
Topics:
- Introduction to Section III
- Women in Leadership Positions: Why Aren't They There Yet?
- Sexual Harassment: Who is Right and Who is Wrong?
The Paradox of Male Privilege

Real time session 9/27 at 6:00 pm

Assigned Readings: Chapters 40, 42
Homework: Prepare to discuss all chapter discussion questions
Prepare to discuss Questions on page 116

Week 7 of October 4th
Topics: How Canada Promotes Workplace Diversity
Improving Interpersonal Communication in Today’s Diverse Workplace
Homework: Prepare Mid-term Paper

Week 8 of October 11th
Topics: Mid-term Paper (Picked from selected Topic)
Assigned Readings: Introduction to Section IV, Chapters 31, 32, 34, 35
Homework: Email Instructor to get cleared Organization for Final Presentation

Week 9 of October 18th
Topics: Topics: Introduction to Section IV
Does Social Class Make a Difference?
Social Class: The Fiction of American Meritocracy
Military Veterans
Appearance and Weight Inclusion Issues in the Workplace

Assigned Readings: Chapters 27, 28, 33
Homework: Group Paper #1: Research, compare and contrast 6 different religions
(Could include beliefs, attitudes, and behaviors of people following that religion).

Week 10 of October 25th
Topics: Religion in the US Work
Musical Chairs
The Best Buy Case: Committed to the Inclusion of People with Disabilities

Assigned Readings: Chapters 24, 30
Homework: Complete Exercise in Chapter 36

Week 11 of November 1st
Topics: Are We Equal Yet? Making Sense of LGBT Issues in the Workplace
The Cracker Barrel Restaurants
Real time session 11/1 at 6:30 pm

Assigned Readings: Section Chapters 25, 26, 36
Homework: Be prepared to answer on discussion board Questions 1 – 4 on page 168

Week 12 of November 8th
Topics: Generational Diversity in the Workplace
How Old Should You Be to Drive a Bus? Exploring Agism
Choosing the Board

Assigned Readings: Introduction to Section V, Chapters 38, 39, 43, 44, 45
Homework: Be prepared to respond to Questions 1-3 on page 264 for Case Studies on pages 265-270
Week 13 of November 15th
Topics:
- Introduction to Section V
- The Ethics of Workplace Diversity
- Ethics and Diversity: Legal Applications in the Workplace
- Changing Consumer Markets: The Business Case for Diversity
- Point of Law: The Bar Exam
- The USB Diversity Case

Assigned Readings:
Introduction to Section VI, Chapters 46, 47, 48, 49

Homework:
- Prepare to answer all Discussion Questions
- Individual Paper #4: Immersion Paper Due by next Class (see instructions on page 10)
- Group Paper #2: Respond to Questions 2-5 on page 336

Week 14 of November 22nd
Thanksgiving: Enjoy this time with your family and friends

Week 15 of November 29th
Topics:
- Introduction to Section VI
- Leadership, Employee Resource Groups, and Social Responsibility: What Organizations Can Do To Manage Diversity
- Work-Life Balance Issues: Changing When and How the Work Gets Done
- Diversity Training: Ideological Frameworks and Social Justice Implications
- The Diversity Awards: What Do They Mean?

Assigned Reading:
Chapter 50 (review)

Homework:
- Group Project: Prepare Group Papers and Presentations

Week 16 of December 6th
Topic:
- Group Presentations and Papers (On Approved Organization-Must be Approved by Week 9 of class), No Final Exam; Individual Group Evaluation Paper - Separate from the group paper, every group member must turn in a 2-3 page paper evaluating your entire group experience based on the Writing Assignment on page 380 (this will only be seen by the professor); Additionally in this paper you will evaluate each of your group members on their follow through, communication, and contributions.
- Real time session 12/6 at 6:00 pm

Privilege and Power Paper (Due September 27th)
A 2-3 page paper on understanding privilege and power, and how that relates to yourself. Use your response to Chapter 8 as the foundation of this paper, but feel free to use additional readings to reflect on this. While the chapter primarily focuses on White and Male privilege, I want you to think about your own privilege from a broader diversity perspective (select 1 or 2 dimensions to focus on under sections a and b). Use the questions below to assist with your reflection.

I. Read Chapter 8 from the text.
II. Write a paper which addresses some of the following:
   a. How have the privileges of your gender, ethnicity, religion, age, ability, socioeconomic status, sexual orientation, etc. made life easier for you?
      i. in your education
      ii. in your work life
      iii. in your relationships/friendships
iv. in your social environment/leisure activities
v. in your economic situation

b. How have the restrictions of your gender, ethnicity, religion, age, ability, socioeconomic status, sexual orientation, etc. made life more difficult for you?
   i. in your education
   ii. in your work life
   iii. in your relationships/friendships
   iv. in your social environment/leisure activities
   v. in your economic situation

c. Identify your feelings and thoughts about these privileges and/or restrictions.
d. What do you see as your social responsibility; to individuals you come into contact with, regarding your privilege? How can you impact social change?

**Immersion Experience Paper (Due by November 29th)**
- During this semester you must attend an event/program/place that isn’t where you would normally go or do that you are not a member of that group
- 2 page reflection paper (explain your experience; how you felt about it)
- Can be turned in anytime during the semester, but no later than November 29th
- Examples of Immersion Experiences (check with me about other opportunities)
  - Attend religious service of another faith tradition (not just a different domination)
  - Wedding or funeral of another faith tradition
  - Attend a gay bar
  - Event/program at the LGBT Center
  - Safe Zone Training
  - Meeting/event on campus for a Cultural or Religious Student Organization that you don’t belong to already
  - Ethnic or Religious Festival
  - Attend Dancing Wheels Performance
  - Restaurant (not first choice but something with the authentic experience, get approval from me)

**Technical Requirements**
You are responsible for managing your technology for this class.

This course requires the use of BlackBoard, as well as MS Office or compatible software and Adobe Reader. It may also require the use of multimedia player such as QuickTime or Windows Media Player.

1. **TECHNICAL REQUIREMENTS**
Review “technical requirements” and “getting started with BlackBoard” from the Center for eLearning website. [http://mycsu.csuohio.edu/elearning/students/index.html](http://mycsu.csuohio.edu/elearning/students/index.html). In addition to the hardware, operating system, and internet requirements posted on that page, you will also be required to open various documents such as PDF files and Microsoft Office files including Word, Excel, and PowerPoint files.

- If you don’t have Adobe Reader, download it for free from [http://www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html).
- Obtain MS Office, specifically Word, Excel and PowerPoint to open files that will be posted on the BlackBoard site. In addition, assignments submitted as attachments should be in Word format. If you have other programs that will open these files, you may use those as long as you are able to work with them. If you are submitting assignments...
in something other than Word, save them as .txt files or MS Office compatible files. **Do not send files saved as Microsoft Works files.** You may use this program if you are able to “save as” .doc or .txt.

**A few options exist if you don’t have the MS Office software:**

- As a student, you can buy it at a reduced rate of $65 from the CSU bookstore – a bargain in terms of Microsoft stuff.
- Out of cash? Try downloading Open Office for free. This is an open-source office suite. It will open and read files from MS Office. You can also create files and save them in MS Office format. The interface is very similar to MS Office. [http://www.openoffice.org/](http://www.openoffice.org/)

**2. COURSE ACCESS – THIS COURSE IS BEING TAUGHT ON BLACKBOARD LEARN (NOT BLACKBOARD CE)**

Once you are registered for the course via CampusNet, the course will automatically be loaded into your BlackBoard account. Course content is typically made available to students one week prior to the beginning of the semester.

- **To access BlackBoard, point your web browser to**
  [http://www.csuohio.edu/elearning/blackboard/bbindex.html](http://www.csuohio.edu/elearning/blackboard/bbindex.html)
  Choose “BlackBoard Learn” from the directory to go to the login page.

  **Login using your CSU ID and password.**

**3. BROWSER CHECK**

Most difficulties encountered by students using BlackBoard relate to the internet browser (Mozilla Firefox, Internet Explorer, etc). To prevent this, be sure to check your browser using the technical requirements from the start here folder.

**4. STUDENT TUTORIALS**

If you are not familiar with using some of the features in BlackBoard, you can get tutorials from the BlackBoard OnDemand Center at [http://ondemand.blackboard.com/](http://ondemand.blackboard.com/). This link is also provided from your BlackBoard page.

**5. ADD YOUR PHOTO AND PERSONAL INFORMATION**

You can edit your profile in the current version of BlackBoard Learn via the Global Navigation Panel in the upper right hand corner of the application window. See [http://ondemand.blackboard.com/r91/movies/bb91_myblackboard_profiles.htm](http://ondemand.blackboard.com/r91/movies/bb91_myblackboard_profiles.htm).

**6. NEED HELP?**

**Note:** If you have a question about assignments, course content, or other course activities, you should direct those questions to your instructor. This guide is intended to provide steps to take for seeking help with technical questions only.

**Cleveland State University how has live technical help for BlackBoard CE available 24/7!**

Students and faculty can get help around the clock by via email, chat or phone. To access, see [https://bblearn.csuohio.edu/MACAuth/LoginServlet](https://bblearn.csuohio.edu/MACAuth/LoginServlet)

**Forget your password? Contact the CSU Call Center via phone (216-687-5050).** Call Center hours vary during the academic year.