Cleveland State University  
Fall Semester 2015  
Maxine Goodman Levin College of Urban Affairs  
Department of Urban Studies  

Course Syllabus  
UST 453/51-750  
Topic: Managing Urban Diversity  

CSU/Lakeland CC Partnership – Lakeland CC 130 IVDL  
Tuesday & Thursday - 4:30-5:45 pm  

Instructor: Dr. Michael L. Paquet  
E-mail Address: m.paquet@csu.edu  
Office Hours: By Appointment Only  

Course Description  
The study of diversity, including circumstances faced in urban settings that are exacerbated or affected by diversity favors, and the exploration of a range of social political and economic issues related to relevant contemporary notions of diversity.  

General Information  

U. S. Diversity Requirement – Courses fulfilling this requirement must meet all of the following criteria:  
1. Have a primary focus on the experience of human diversity in the United States on one or more of the following groups:  
   - Native Americans  
   - Hispanic Americans  
   - Asian Americans  
   - Women  
   - LGBTQ (Lesbian, Gay, Bisexual, Transgender and Questioning) persons  
   - 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 Disabilities – “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 CSU304. Accommodations need to be requested in advance and will not be granted retroactively.” This statement on the course syllabi affirms the commitment of CSU to uphold our responsibilities under the law. It also welcomes students to feel comfortable disclosing their needs so that they can meet educational goals.  

Writing Help – 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. Please call 216.687.6981 to make an appointment or visit the website http://www.csuohio.edu/writing center/
**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/acadegres.html

**Course Requirements**

**Blackboard** – Blackboard will not be used for this course. Refer to syllabus and instructor for all information and questions. Submit all assignments to instructor at m.paquet@csu.edu


**Distance Learning** – This class is offered through IVDL (interactive video distance learning) with students on the CSU Main Campus and at Lorain County Community College. The instructor will split his presence between both campuses.

**Attendance** – Each student is expected to attend class. Children are not allowed. 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.

**Class Participation** – This class is highly interactive given the subject and your success will depend on active participation in discussions and group work, as well as meeting assignment requirements and deadlines. Bring syllabus, text and copies of the week’s individual/group assignment to every class. **NOTE:** All assignments are due by 4:30 pm the day of class **BEFORE** class begins and are to be submitted by e-mail to instructor at m.paquet@csu.edu

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

**Readings** – Complete assigned readings and discussion **BEFORE** each class and be prepared to discuss and analyze each reading, including your opinions and personal experiences.

**Individual and Group Work** – This course requires both individual reading and writing homework, out-of-class group discussion and group writing 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.

**Written Assignments, Due Dates/Times/Methods** – Written assignments are due on assigned date and **BEFORE** class begins (before 4:30 pm). **NOTE:** Submit assignments by e-mail to instructor at (m.paquet@csu.edu). Assignments will be graded and returned by e-mail.

**Paper, 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 – Double-spaced. Unless otherwise specified, the requirement for individual papers is 2 pages, group papers is 4 pages, Mid-term group paper is 8 to 10 pages, Final group paper is 12 to 14 pages. Papers should include the title, your name, or group member names, and the week of assignment.

Grading –

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<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Discussion Participation</td>
<td>10 (participate in at least 10 classes)</td>
<td>Bonus points &gt;10</td>
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<tr>
<td>Writing – Individual</td>
<td>20 (4 points x 5 papers)</td>
<td>Writing graded for grammar, spelling, etc., as well as content</td>
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<tr>
<td>Writing – Group</td>
<td>20 (4 points x 5 papers)</td>
<td>Writing graded for grammar, spelling, etc., as well as content</td>
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<tr>
<td>Mid-Term Group Project</td>
<td>25 (10 points for paper, 15 points for presentation)</td>
<td>Presentation graded for creativity as well as content</td>
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<tr>
<td>Final Group Project</td>
<td>25 (10 points for paper, 15 points for presentation)</td>
<td>Presentation graded for creativity as well as content. Paper graded for content, connection to literature for the course, grammar, APA format.</td>
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100 Total Points

Scale –

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<td>70-76</td>
<td>C</td>
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<td>60-68</td>
<td>D</td>
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Group Ground Rules – Consider the following:

Civility can be promoted by the lesser use of “I” statements and an effort to HALT and PAUSE prior to imposing a thought in order to offer a more considered statement.

Notions that promote the “sharing of the a”are always helpful in making certain that each of the class member is heard in the manner in which they desire.

What happens in here stays in here is a great way to think about the conversations in which we engage the written material. It is academic discourse which we are creating. Thus, this is a very different realm than general discourse and as such should be more tolerant of ideas with which we may or may not agree.

Rooted thought in foundational thinking is critical. For example, using the text or other peer reviewed information is a great way to support various thoughts on tough subjects. Using quotations or citing relevant data demonstrates an even more advanced level of thinking.
Class Schedule and Assignments
Topics: To be covered in class
Assigned Readings/Viewing: To be completed by NEXT CLASS
Homework: Description of what is due by 4:30 pm date of NEXT CLASS

Understanding Individual Perspectives of Diversity

Week 1: August 25, 2015
Topics: Overview of class
       Introductions
       Syllabus review, Ground Rules, Diversity in the News
       Text overview
       Diversity definitions
       Diversity game

Assigned Readings: Chapters 1, 2, 3, 4, 5, 7
Homework: 1. Complete the Diversity Awareness Quiz on pages 9-11
           2. Complete the exercise I AM on page 8
           3. Complete Uncovering Stereotypes on pages 29-31

Week 2: September 1, 2015
Topics: Diversity in the News
       Redefining Diversity
       Diversity Quiz Discussion
       I Am
       Increasing Multicultural Understanding: Uncovering Stereotypes
       Overview of Group Project

Assigned Readings: Chapters 6, 7, 8, 9, 12
Homework: 1. Prepare to discuss questions on pages 25-27, 40, 47
           2. Watch video “The Miniature Earth” @www.miniature-earth.com
              Option A (college campus) or Option B (work place), research and answer
              instructions 1-4.

Week 3: September 8, 2015
Topics: Diversity in the News
       Body Rituals Among the Nacirema
       Exploring Diversity in Your Organization
       The Miniature Earth
       The Emotional Connection of Distinguishing Differences in Conflict
       White Privilege and Male Privilege
       Group Project Q&A

Assigned Readings: Chapters 13, 14, 15, 16
Homework: 1. Prepare to discuss questions on pages79, 89
           2. Individual paper: Answer discussion questions on page 89 OR 93
Understanding Primary Aspects of Diversity: Race and Ethnicity

Week 4: September 15, 2015
Topics: Diversity in the News
We have an African American President: How could Racism Still be a Major Problem?
Inventing Hispanics – A Diverse Minority Resists Being Labeled
To Be Asian in America
A World View of Cultural Diversity
Group Paper Assignment Q&A

Assigned Readings: Chapters 18, 19, 21
Homework: 1. Prepare to answer all chapter discussion questions
2. Group paper: answer discussion questions of Chapter 14, page 116

Week 5: September, 22 2015
Topics: Diversity in the News
Negotiation: The top ten ways that cultural can affect your negotiation
Global Call Center Exercise
Being an Only
Group Paper Assignment Q&A

Assigned Readings: Chapters 22, 23, 24, 25, 26
Homework: 1. Prepare to discuss all chapter discussion questions
2. Group paper: research and complete true/false quiz page 119
   OR answer questions on pages 146-147

Understanding Primary Diversity: Gender, Sexual Orientation, Age, And Physical and Mental Challenges

Week 6: September 29, 2015
Topics: Diversity in the News
Are We Equal Yet? Making Sense of Lesbian, Gay, Bisexual and Transgender Issues in the Workplace
The Paradox of Male Privilege
Women in Leadership Ositions
Generational Diversity in the Workplace

Assigned Readings: Chapters 23, 24, 25, 26
Homework: 1. Individual paper: Three parts, answer these questions:
   #3 on page 168; Diversity on the Web on page 1712;
   Diversity on the Web on page 184
   Note: Due by March 7, 4:30 pm, via e-mail to instructor

Week 7: October 6, 2015
Topics: Mid-Term Presentations

Assigned Readings: Chapters 27, 28, 29, 30, 33
Homework: Group paper: Research and answer Question #2, 3, 4 on page 227
Week 8: October 13, 2015 (Columbus Day – University offices closed)
Topics: Diversity in the News
Musical Chairs
The Best Buy Case
The Cracker Barrel Restaurants
Is This Sexual Harassment?
   Sexual Harassment – Who is Right and Who is Wrong

Assigned Readings: Chapters 31, 32, 33, 34, 36, 37
Homework: 1. Group Paper; Answer question #3 on page 192

Understanding Secondary Aspects of Diversity: Social Class, Religion,
   Appearance/Weight and Military Service

Week 9: October 20, 2015
Topics: Diversity in the News
Does Social Class Make A Difference?
Religion in the Workplace
Appearance and Weight Inclusion Issues in the Workplace
Choosing the Board
Fairfax: The Candidate

Assigned Readings: Chapters 38, 40, 41, 42, 43
Homework: 1. Individual Paper: follow instructions on pages 129-130
   NOTE: You must e-mail instructor for approval of experiential learning location first

Week 10 – October 27, 2015
Work Group Meetings - Use time to develop final group project, paper and presentation.
   E-mail instructor with questions, as needed.

Managing Diversity: Ethical, Legal, Communication, and Market Issues

Week 11 – November 3, 2015
Topics: Diversity in the News
The Ethics of Workplace Diversity
Media Messages
Being an Only: a Field Assignment
Changing Consumer Markets: The Business Case for Diversity
How Canada Promotes Workplace Diversity

Assigned Readings: Chapters 39, 40, 43, 45
Homework: 1. Prepare to answer all chapter discussion questions
   2. Group Paper: Chapter 42, answer questions 1-3, page 264, for each of the
case studies #1-10.

Managing Organizational Change and Diversity

Week 12 – November 10, 2015
Topics: Diversity in the News
      The Ethics of Workplace Diversity
      Ethics and Diversity: Application in the Workplace
      UBS
      Final Project Q&A

Assigned Readings: Chapters 44, 46, 51
Homework: 1. Individual Paper: Research and answer questions in Diversity on the Web, page 315

Week 13 – November 17, 2015
Topics: What Happened at Coca Cola?
       The U. S. Airs Force Academy Case
       Leadership, Employee Resource Groups, and Social Justice Implcations
       Final Project Q&A

Assigned Readings: Chapter 47, 50

Week 14 – November 24, 2015
Homework: Finish Final Project Paper; prepare for Final Project Presentation

Week 15 – December 1, 2015
Topics: Final Project Presentations.

NO FINAL EXAM

Cleveland State University – Important Dates to Remember
   First weekday class – August 24, 2015
   Last day to drop class w/full refund – August 28, 2015
   Last Day to drop class – September 4, 2015
   Last day to withdraw from courses – October 30, 2015
   Last day of classes – December 4, 2015
   University Holidays – Offices closed unless noted
      Labor Day – September 7, 2015
      Columbus Day - October 13, 2015 (offices open)
      Veterans Day - November 11, 2015
      Thanksgiving Recess – November 26-29, 2015

A Word of Warning, Caution and Pause:

Successful completion of this course requires students to:
   (1) Develop a personal work plan (schedule) for the semester to meet the demands of the course.
       Once a work plan is developed, students should adhere to the plan.
   (2) Stay focused.
   (3) Keep in mind the instructor will not give incompletes without evidence or documentation of cause – papers should be submitted on time to avoid receiving zero for assignments submitted late.
   (4) If there is an issue related to timeliness or attendance, notify the instructor immediately.