

Maxine Goodman Levin College of Urban Affairs, Cleveland State University
Fall, 2017
Managing Urban Diversity, UST 453/512, 3/4 Credits Hours

Thursdays, 6:00 - 8:50 pm

CSU Main Campus - Urban Affairs, Room 241

Instructor: Tameka L. Taylor, Ph.D., CDE, t.taylor1@csuohio.edu, 216-299-7335, advising by appointment, or before or after class.

Course Description: UST 453/512 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.

This is a **General Education (Gen Ed)** course with an emphasis in **Critical Thinking** and **Group Work**.

The course will address critical thinking in the following ways: 1) Requiring students to attain skills beyond lower-level knowledge, thereby requiring: a. higher-order thinking (analysis, synthesis, evaluation). 2) The recognition of the importance and usefulness of knowledge and skills gained in the course (e.g. recognize the ability to and importance of working with others to solve intellectual problems).

The course will address group work in the following ways: 1) Provide deliberate instruction in the skills (e.g. team building, work distribution, planning, etc.) associated with group work. 2) Structured so students are evaluated based both on their overall group work and their individual contribution to the group. (See page 2 of this syllabus for Individual/Group).

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/acadegres.html>

Course Requirements

Text: Understanding and Managing Diversity, Carol P. Harvey and M. June Allard, **Sixth Edition**, Pearson, Prentice Hall Publisher. (2014).

Attendance: Attendance is expected in class every week for the entire class or until the class is dismissed by each student. The break does not indicate a time for students to leave for the evening. Attendance is taken by me every class including after break. 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. 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 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 instructor led class that meets from 6:00 - 8:50 Thursdays at the CSU main campus.
2. Assigned reading is to be completed before each class. 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. The syllabus is subject to change to include class speakers and availability of videos.

Bring syllabus, text and copies of the week's individual/group assignment to every class.

Homework and written assignments: Homework and assignments are always due on the assigned date and ready at the beginning of class. Please note - that all written assignments be printed and ready to be turned into the professor at the beginning of each class.

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 evaluate how well their group works together, as well as, each individual's contributions to the group's work.

Papers, Sources - written papers for individual and group assignments 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, 12 point font, and unless otherwise specified:

- Individual papers = 2-4 pages (undergraduate students) ; 5-6 pages (graduate/honors students)
- Group papers = at least 4 pages
- Mid-term individual paper = 5-6 pages (undergraduate students); 8-10 pages (graduate/honors students)
- 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, 2017)

Late Policy:

Late Papers are frowned upon. Students should have papers ready to turn in the beginning of class upon entering the classroom, on time, the day that it is due. However, understanding that things sometimes happen, I will accept papers late **with a penalty up to midnight on the Saturday after the paper is due** by email (t.taylor1@csuohio.edu) or fax (216-595-0518). 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 8, 2017.
- The last day to withdraw from the course is Friday, November 3, 2017.
- The final examination week is December 11-16, 2017 (the last week of class).

Grading:

Activity:	Points:	Notes:
Discussion/Participation/ Attendance	10 points	Expected in all classes
Writing - Individual	20 points (5 points each x 4 papers) – undergraduates 20 points (4 points each x 5 papers) – graduate students	Graded based on content, grammar, spelling, APA format, etc.; must be original work of the student
Writing – Group	20 points (10 points each x 2 papers)	Graded based on content, grammar, spelling, APA format, etc.; must be original work of the student
Mid-Term Individual Paper	20 points	Graded based on content, grammar, spelling, APA format, etc.; must be original work of the student
Final Group Project & Group Evaluation	25 points (15 points for paper, 10 points for presentation)	Graded based on content, grammar, spelling, APA format, etc.; must be original work of the student; Presentation graded for creativity and content;
Individual overall participation in group work	5 points (contribution, cooperation, communication, etc)	Individual contribution, cooperation, communication, follow through etc. to group work
	100 points	

Note: All writing is graded on content, grammar, spelling, citation of sources, 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 the Final Project

Student Grading

CSU uses the following letter grades with pluses 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 – Effective Fall 2016**, for undergraduate courses the grade of "X" can only be administratively assigned by the Office of the University Registrar to indicate a grade has not been assigned by an instructor. For undergraduate students who have stopped attending/participating without notification and have not completed all assignments for reasons that cannot be determined, instructors should assign the earned grade. Any grade of “X” will become a grade of “F” at 11:59 PM the day following the grading deadline.

Instructors of graduate courses continue to have the ability to assign the grade of "X" when appropriate and graduate level “X” grades follow the Incomplete Deadline as stated in the Academic Calendar.

- **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.

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| <ul style="list-style-type: none"> • Agree to disagree at times • Be self-challenging and self-responsible • Become aware of judgments • Don't avoid discussing difficult or sensitive issues (Deal with them courageously without lapsing into superficial politeness)—Be honest • Give each other respect & appreciation | <ul style="list-style-type: none"> • Honor confidentiality • Listen, listen, listen • Participate • Share the air • Speak for yourself, use "I" statements • Speak your thoughts and feelings • Stay present, focus on learning • Have fun! |
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Class Schedule, Reading and Assignments:

Key to format:

Week #: Date of Class

Topics: To be covered **TONIGHT IN THIS** class

Assigned Readings: To be completed by **NEXT CLASS**

Homework: Due at the beginning of the **NEXT CLASS**

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, 2017)

Week 1: August 31st

Topics: Introduction to Class
Introduction of Community Members
Syllabus Review
Ground Rules
Book Overview
Diversity in the News
Diversity Definitions

Assigned Readings: Preface, Introduction, Introduction to Section I, Chapters 1, 3, 4, 5

Homework: **Bring to class: Completed** I AM activity, page 25
Bring to class: Completed Uncovering Stereotypes Exercise, pgs. 21-23

Week 2: September 7th

Topics: Introduction to Section I
Diversity Today: Fact or Fiction
Body Ritual Among the Nacirema
I AM Exercise
Increasing Multicultural Understanding: Uncovering Stereotypes
Overview of Group Members and Assignments
EEO Overview
Respect/Disrespect/Platinum Rule

Assigned Readings: Chapters 6, 7, 8, 9, 10, 54 (pages 399 - 405)

Homework: Prepare to discuss Questions, pages 17 – 19, 37, 44
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 45 - 46

Week 3: September 14th

Topics: Exploring Diversity in Your Organization
The Miniature Earth
The Emotional Connection of Distinguishing Differences and Conflict
Are You Privileged
White Privilege and Male Privilege
The Pitney Bowes Case: A Legacy of Diversity Management
Final Group Project/Presentation
Select Mid-term Topic

Assigned Readings: Introduction to Section II, Chapters 11, 12, 13

Homework: Prepare to discuss Questions, page 78
Video: Watch "A Tale of O" on YouTube
Individual Paper #2: Answer Questions, page 89 (#1-3) OR 93 (To be accessed from Library Electronic Reserve Code #2308)

Week 4: September 21st

Topics: Introduction to Section II
 Being an Only: A Field Assignment
 Since We Elected an African American President Twice, Is Racism Still an Issue in American?
 To Be Asian in America
 Inventing Hispanics, A Diverse Minority Resists Being Labeled
 Thriving in a Multicultural Classroom

Assigned Readings: Chapters 14, 15
 Homework: Prepare to discuss Questions, page 94

Week 5: September 28th

Topics: A World View of Cultural Diversity
 Immigration Patterns: The Transition Process
 The Coca-Cola Company: Then and Now

Assigned Readings: Introduction to Section III, Chapters 18, 19, 20, 22
 Homework: Prepare to discuss pages 154-155
Individual Paper #3: See Instructions on Privilege and Power Paper on pages 8 of this syllabus

Week 6: October 5th

Topics: Introduction to Section III
 Exploring the Gender Gap: What are the Issues?
 When Women Do Lead: Gender Bias 2013 Style
 Is this Sexual Harassment?
 The Paradox of Male Privilege

Assigned Readings: Chapters 30, 39
 Homework: Prepare to discuss all chapter discussion questions
 Prepare to discuss all chapter discussion questions

Week 7: October 12th

Topics: How Canada Promotes Workplace Diversity
 Understanding Intercultural Communications in Today's Global Environment

Homework: **Prepare Mid-term Paper**

Week 8: October 19th

Topics: **Mid-term Paper (Picked from selected Topics)**

Assigned Readings:
 Homework: Introduction to Section IV, Chapters 27, 28, 33, 35
 Homework: Be prepared to discuss questions on pages 192-193
Email Instructor to get approval on Organization for Final Project/ Presentation

Week 9: October 26th

Topics: Introduction to Section IV
 Does Social Class Make a Difference?
 Social Class: The Fiction of American Meritocracy
 Military Veterans
 Appearance and Weight: Discrimination in the Workplace

Assigned Readings: Chapters 23, 24, 29
Homework: **Group Paper #1: Research, compare and contrast 6 different religions (Could include beliefs, attitudes, and practices of people following that religion)**

Week 10: November 2nd

Topics: Religion in the US Workplace
Musical Chairs
Professor on Wheels: A Case of Disability and Diversity

Assigned Readings: Chapters 21, 25, 26

Week 11: November 9th

Topics: Sorting Through Lesbian, Gay, Bisexual, and Transgender Issues in the American Workplace
The Cracker Barrel Restaurants
Cracker Barrel Old Country Stores: Postscript

Assigned Readings: Chapters 16, 17, Introduction to Section V, Chapters 34, 37, 38

Homework: Be prepared to answer Questions 1 – 4 on page 117

Week 12: November 16th

Topics: Generational Diversity in the Workplace
How Old Should You Be to Drive a Bus? Exploring Agism
Introduction to Section V
The Ethics of Workplace Diversity
Ethics and Diversity: Legal Applications in the Workplace
Choosing a Board

Assigned Readings: Introduction to Section VI, Chapters 45, 46, 47, 48

Homework: Complete Exercise in Chapter 34
Be prepared to discuss Questions 1-3 on page 274 for Case Studies pages 274-280
Group Paper #2: Respond to Questions 2-5 on page 336
Individual Additional Graduate/Honors Contract Student Paper

Week 13: November 23rd (Thanksgiving) Enjoy this time with your family and friends

Week 14: November 30th

Topics: Introduction to Section VI
What Do Organizations Do to Manage Diversity? Examining Corporate Leadership, Training, Mentoring, Employee Resource Groups, and Social Responsibility Programs
Work-Life Balance Issues: Changing When and How the Work Gets Done
The Six Sigma Case: Promotion at the Western Company
Diversity and Inclusion Awards: A Critical Examination

Assigned Readings: Chapter 49, 50, 51

Homework: Prepare to answer all Discussion Questions
Individual Paper #4: Immersion Paper Due by next Class (see instructions on page 8-9)

Week 15: December 7th

Topics: One Workplace Bully is One Too Many: The Four Faces of Bullying
A Case of Harassment, Discrimination, or Bullying? You Describe...

The Path to Inclusion: The Business Case for Diversity at Ocean Spray
Advocacy and Change
Now What?

Assigned Reading: Chapter 54 (review)
Homework: **Group Project: Prepare Final Group Paper and Presentations**

Week 16: December 14th

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 405 (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, cooperation, and contributions.

- **Note: Graduate/Honors Contract students will have additional requirements to meet for the class. See page 9 of this Syllabus. Also, may be required to stay after 8:50 a few times.**

Privilege and Power Paper (Due October 5th)

A 2-4 page paper on understanding privilege and power, and how that relates to you. Use your response to Chapter 7 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 7 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 December 7th)

- 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

- 2-4 page reflection paper on your immersion experience (experience, feelings, thoughts, etc.)
- Can be turned in anytime during the semester, but no later than December 7th
- 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
 - 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)

Graduate Student or Honors Contract Additional Individual Paper (Due by November 30th)

- This additional paper is for Graduate Students only
- Select a diversity topic that you are either passionate about or interested in learning more about
- You are to use the same guidelines that you use as a Graduate Student or Honors Contract for your other Individual Papers for the class
- Can be turned in anytime during the semester but no later than November 30th