

Cleveland State University
Fall Semester 2017
Maxine Goodman Levin College of Urban Affairs
Department of Urban Studies

Course Syllabus
UST 453/51-750
Managing Urban Diversity

CSU Main Campus/Lakeland County Community College Holden Center
Tuesday and Thursday 4:30 – 5:45 p.m.

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

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E-mail Address: m.paquet@csuohio.edu as well as Blackboard course messaging function.
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Course Description

The study of diversity, including circumstances faced in urban settings that are exacerbated or affected by diversity factors, 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.

General Education Statement: This course is approved as a General Education 08 course meeting the requirements for U. S. Diversity. Skill areas for this class include Critical Thinking and Group Work.

Skill Area: Critical Thinking Criteria

- (1) This course requires that at least 15% of the student's grade in the course is based on an evaluation of critical thinking.
- (2) This course requires students to attain skills beyond lower-level knowledge, thereby requiring skills that involve the use of content knowledge (e.g. finding information to solve a problem).

Skill Area: Group Work

A group project is a significant part of the class. The project particularizes the general focus of the course

- (1) The group process will be discussed in the class and assistance is provided to insure that all groups can work through issues that might occur.
- (2) Grading will be based on both individual and group efforts.

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 be used for this course in order to turn in assignments and papers. Refer to syllabus and instructor for all information and questions.

Text - *Understanding and Managing Urban Diversity*, Harvey, Carol P. and M. June Allard, 6th edition, Pearson, Prentice Hall Publisher. Boston.

Distance Learning – This class is offered through IVDL (interactive video distance learning) with students on the CSU Main Campus and at Lakeland Community College Holden Center. 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 6 p.m. the day of class **BEFORE** class begins and are to be submitted via Blackboard.

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. An individual e-journal of group work is required and will be discussed in class. An e-journal will accompany both the midterm and final group projects.

Written Assignments, Due Dates/Times/Methods – Written assignments are due on assigned date and **BEFORE** class begins (before 6 p.m.). **NOTE:** Submit individual and group paper assignments via Blackboard.

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 2-3 pages, group papers is 4 pages, Mid-term group paper is 8 to 10 pages, and the Final group paper is to be 12 to 14 pages. Papers should include the title, your name, or group member names, and the week of assignment. APA format will be used (see Purdue OWL for guidance on APA formatting).

Grading -

Activity	Points	Notes
Discussion Participation	50 (participate in at least 10 Classes, e-journal)	Bonus points >10
Writing – Individual	50 (10 points x 5 papers)	Writing graded for grammar, spelling, etc., as well as content
Writing – Group	50 (10 points x 5 papers)	Writing graded for grammar, spelling, etc., as well as content
Mid-Term Group Project	50 (25 points for paper, 25 points for presentation)	Presentation graded for creativity as well as content
Final Group Project	100 (50 points for paper 50 points for presentation)	Presentation graded for creativity as well as content. Paper grades for content, connection to literature for the course, grammar, APA format.
	300 Total Points	

Scale -

Points	Grade
94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
70-76	C
60-68	D
59below	F

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 air” are always helpful in making certain that each of the class members 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.

Grades of “I”

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 three of the following conditions 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.

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 6:00 pm date of NEXT CLASS

Section 1 - Understanding Individual Perspectives of Diversity

Week 1: August 28, 2017

Topics: Overview of class
Introductions
Syllabus review, Ground Rules, Diversity in the News
Text overview
Diversity definitions

Assigned Readings: Chapters 1 thru 5

Homework: 1. Complete the Diversity Today: Fact of Fiction Statement Assessment on page 11
2. Complete the exercise I AM – page 25
3. Complete Uncovering Stereotypes – pages 22 & 23

Week 2: September 4, 2017

Topics: Diversity in the News
Diversity Quiz Discussion
I Am
Body Ritual Among the Nacirema
Increasing Multicultural Understanding: Uncovering Stereotypes
Overview of Group Project

Assigned Readings: Chapters 6 thru 10

Homework: 1. Prepare to discuss questions on pages 17-19, 37, 44
2. Watch video "The Miniature Earth" @www.miniature-earth.com
3. Individual Paper: Exploring Diversity in Your Organization – pages 45-46, choose Option A (college campus) or Option B (work place), research and answer questions 1-4 on page 47.

Week 3: September 11, 2017

Topics: Diversity in the News
Exploring Diversity in Your Organization
"The Miniature Earth"
White Privilege and Male Privilege
Group Project Q&A

Assigned Readings: Chapters 11 thru 15

Homework: 1. Prepare to discuss questions on pages 78, 94
2. Individual Paper – Answer questions Diversity on the Web page 107

Section II -Understanding Primary Dimensions of Diversity: Race and Ethnicity

Week 4: September 18, 2017

Topics: Diversity in the News
Being An Only: A Field Assignment
Since We Elected an African American President Twice, Is Racism Still an Issue in America?
The Coca-Cola Company: Then and Now
Group Paper Assignment Q&A

Assigned Readings: Chapters 16 thru 22

Homework: 1. Prepare to answer all chapter discussion questions
2. Group paper: answer discussion questions of Chapter 13
3. Individual paper: Follow instructions on page 59/Complete Diversity on the Web Exercise page 175. **Note:** You must first e-mail instructor for approval of experiential learning location. Presentation of paper to follow as scheduled.

Section III - Understanding The Primary Dimensions of Diversity: Age, Gender, Sexual Orientation, and Physical and Mental Challenges

Week 5: September 25, 2017

Topics: Diversity in the News
The Paradox of Male Privilege: Toward a Gender Democracy & Democratic Manhood
Sorting Through Lesbian, Gay, Bisexual and Transgender Issues in the American Workplace
When Women Do Lead: Gender Bias
Generational Diversity in the Workplace
Is This Sexual Harassment?

Assigned Readings: Chapters 23 thru 26

Homework: 1. Prepare to answer all chapter discussion questions
2. Individual paper: Answer these questions:
#1-#3 on page 117 or Diversity on the Web on page 119 (q's a,b,c)

Week 6: October 2, 2017

Topics: Diversity in the News
Musical Chairs
The Cracker Barrel Restaurants
Professor on Wheels: A Case of Disability and Diversity

Assigned Readings: Chapters 27 thru 29

Homework: Group paper: Answer question #2 and #3 on page 171

Section IV - Understanding the Secondary Dimensions of Diversity: Social Class, Religion, Appearance/Weight, Language/Communication and Military Service

Week 7: October 9, 2017 Topics: Mid-Term Presentations

October 10 – Columbus Day – No Classes (Offices open)

Work Group Meetings - Use time to develop final group project, paper and presentation. E-mail instructor with questions, as needed.

Week 8: October 16, 2017

Topics: Diversity in the News
Does Social Class Make A Difference?
Religion in the U.S. Workplace

Homework: Group paper: Research answer questions #2, 3, 4 on page 207. Assigned Readings: Chapters 30 thru 33

Week 9 – October 23, 2017

Topics: Diversity in the News
Understanding Intercultural Communications in Today's Global Environment
The U.S. Air Force Academy Case

Assigned Readings: Chapters 34 thru 36

Homework: Group Paper #4 -Read the chapter on the Fiction of the American Meritocracy and answer all chapter questions on pages 192-193.

Week 10: October 30, 2017

Topics: Diversity in the News
Appearance and Weight Inclusion Issues in the Workplace
Choosing the Board
Fairfax: The Candidate

Assigned Readings: Chapters 37 thru 44

Section V - Managing Diversity in Terms of the Ethical, Legal, Media , and Marketing Issues

Week 11 – November 6, 2017

Topics: Diversity in the News
The Ethics of Workplace Diversity
Media Messages
New Business Opportunities: Changing Consumer Markets
How Canada Promotes Workplace Diversity

Assigned Readings: Chapters 45 thru 51

Homework: 1. Prepare to answer all chapter discussion questions
2.Group Paper: Chapter 38, answer questions 1-2 on page 273 for each of the case studies #1-5 – pages 274-275.

Section VI - Managing Organizational Change and Diversity: Current Issues

Week 12 –November 13, 2017

Topics: Diversity in the News
Ethics and Diversity: Legal Applications in the Workplace
Final Project Q&A

Assigned Readings: Chapters 52 thru 54

Homework: Individual Paper - Read Chapter 42 on Changing Consumer Markets and evaluate the campaign presented in the Diversity on the Web Exercise. Prepare to discuss all discussion question from assigned chapters.

Week 13 –November 20, 2017

Topics: Leadership, Employee Resource Groups, and Social Justice Implications
Final Project Q&A

November 23-26 –Thanksgiving Recess – No classes

Week 14 –November 27, 2017

Homework: Finish Final Project Paper; prepare for Final Project Presentation

Week 15 –December 4, 2017

Topics: Final Project Presentations.

NO FINAL EXAM

Cleveland State University – Important Dates to Remember
First weekday class –August 28, 2017
Last day to drop class w/full refund –September 1, 2017
Labor Day – University Holiday –September 4, 2017
Columbus Day – Tuesday, no classes – October 10, 2017
Last day to withdraw from courses – November 3, 2017
Veteran’s Day – University Holiday – November 10, 2017
Thanksgiving Recess – November 23-26, 2017
Last day of classes –December 8, 2017

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.