Cleveland State University
Levin College of Urban Affairs

Syllabus

Managing Urban Diversity
Spring Semester 2008
USA 453/UST 512/PSM 453/PST 453/PDD 512
Managing Urban Diversity
Section 50  (4 credit hours)
Mondays,  6:00 -9:50 p.m.
UR 106

Instructor
Tonae Bolton-Dove (email) bolton504@hotmail.com, (phone) 216-253-9917
Office hours by appointment only

Course Description

The 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.

Course Objectives

Students will examine the depths of human diversity and the complexities involved in managing diversity. Students will work collaboratively on case studies and assignments that challenge their own stereotypes and assumptions. Students will gain a more thorough knowledge of their impact on society and how to use themselves to impact change.

Required Texts

Understanding and Managing Diversity, Readings, Cases and Exercises, (3rd Edition)
Carol P. Harvey and M. June Allard

The Working Poor, Invisible in America
David K. Shipler
**Participation and Attendance**

Students are required to read the chapters from both texts as assigned in preparation for class. Students will work in teams and/or groups very frequently therefore it is a must to come prepared for class. Participation points and attendance points are given for each class. **Arrival to class more than 15 minutes late will result in the loss of ½ of the attendance points for the class and refusal to participate will result in the loss of participation points.**

The class meets on Mondays only, therefore attendance and participation at each class is very important. If you miss four classes or more you will automatically fail this course.

**Exams, Assignments and Grading**

There will be a total of four (4) exams, including a Mid-Term and Final Exam. Exams will cover textbook information and other information given by instructor.

There will be three awareness paper assignments covering each section of the course. The paper should be three (3) pages in length and should reflect upon a reading or an in-class concept or assignment in which you had a heightened awareness. (ie. Learned something new and can apply it effectively in different situations, dealt with a situation differently based on new learning’s that occurred, etc.)

All assignments are due on the due date. Late assignments will receive a reduction of 10%.

**Make-up Exams – Exam 1 and 3 can only be made up with an excused absence. If you need to make up an exam, talk with me to make arrangements. The Mid-Term and Final must be taken on the scheduled date, failure to do so will result in a zero for the exam.**

Section 1-Individual Perspectives on Diversity  
Section 2-Group Awareness on Diversity  
Section 3-Organizational Awareness on Diversity

(2) Multiple Choice & Short Answer Exams 110 pts (55 pts each)  
Mid-Term Exam  100 pts  
Final Exam  100 pts  
3 Awareness Papers  60 pts (20 pts each)  
Attendance  65 pts  
Participation  65 pts  
Total Points Possible  500 Points
Grading Scale

93-100 = A  80-82 = B-
90-92 = A-  77-79 = C+
87-89 = B+  70-76 = C
83-86 = B-  60-69 = D
Below 60 = F

Class Meeting Dates and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Event</th>
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<tbody>
<tr>
<td>1/14</td>
<td>3/17 Chap 10-11 (Shipler) discussion</td>
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<tr>
<td>1/21</td>
<td>(No Class) MLK Day</td>
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<tr>
<td>1/28</td>
<td>3/24 Reaction Paper #2 Due</td>
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<td>2/11</td>
<td>4/7 Exam #3</td>
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<td>2/25</td>
<td>4/21</td>
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<tr>
<td>3/3</td>
<td>4/28 Reaction Paper #3 Due</td>
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<tr>
<td>3/10</td>
<td>5/5 Final Exam</td>
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<tr>
<td>3/10</td>
<td>(No Class) Spring Break</td>
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January 14-February 11th, Individual Perspectives on Diversity
February 25-March 24th, Group Perspectives on Diversity
March 31-April 28, Organizational Perspectives on Diversity

Misc Class Information

There will be a “weekly question/comment” for critical discussion and students are encouraged to bring current diversity articles or news clippings to class for further discussion.

There will be many collaborative in-class assignments that require reading prior to class or reading a case study in class and working with individuals to report out. Homework may be assigned at the instructors discretion.
1. List of assignments for which students will be graded and weighting of assignments
2. Schedule of assignment – if unscheduled assignments will be used, this should be indicated on the syllabus.
3. Grading Criteria (i.e., definition of an A grade, B grade, etc.) as applicable.
4. Calendar of topics – it is understood that this is approximate and that instructors frequently modify their plan as the semester progresses. However, students should be given a sense of what topics will be covered and approximately when and in what order.
5. Course policies – plagiarism, attendance, make-up exams, etc.
6. General education statement: if appropriate, indicate which general education requirement(s) does the course satisfy and include a brief summary of the guidelines for that requirement (standard language will be developed by UCC and made available on the web).
7. TA’s name, contact information (if appropriate)
November 8, 2006