Course Syllabus
UST 453/750-751
Topic: Managing Urban Diversity

CSU/Lakeland County Community College - Lorain County Community College
Thursday 6:00 – 8:50 pm

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

Course Description
Study of diversity, including circumstances faced in urban settings that are exacerbated or affected by diversity favors; exploration of a range of social political and economic issues related to 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 216.687.2016. 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](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/Lakeland Community College-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 6:00 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 6:00 pm). **NOTE**: Submit assignments by e-mail to instructor at (m.paqet@csu.edu). Assignments will be graded and a grade and comment 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 –

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Participation</td>
<td>10 (participate in at least 10 classes)</td>
<td>Bonus points &gt;10</td>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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 is graded for content, connection to literature for the course, grammar, APA format.</td>
</tr>
</tbody>
</table>

100 Total Points

Scale –

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>70-76</td>
<td>C</td>
</tr>
<tr>
<td>60-68</td>
<td>D</td>
</tr>
<tr>
<td>59-below</td>
<td>F</td>
</tr>
</tbody>
</table>

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 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.

**Group Ground Rules** – When discussing content in class respect for the thoughts of others is critical. Please consider the following:

*Civility can be promoted by the lesser use of “I” statements and an effort to HALT and PAUSE yourself 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.*

*Please keep in mind that what happens in the classroom is to stay in the classroom which is a great way to think about the conversations in which we engage the written material. It is academic discourse which we are creating which 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 6:00 pm date of NEXT CLASS**

---

**Section 1 - Understanding Individual Perspectives of Diversity**

**Week 1: January 21, 2016**

*Topics:*

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

*Assigned Readings: Chapters 1 thru 5*

*Homework:*

1. Complete the Diversity Awareness Quiz
2. Complete the exercise I AM – page 25
3. Complete Uncovering Stereotypes – pages 22 & 23

**Week 2: January 28, 2016**

*Topics:*

- Diversity in the News
- Diversity!
- 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

Week 3: February 4, 2016
Topics: Diversity in the News
Exploring Diversity in Your Organization
“The Miniature Earth”
The Emotional Connection of Distinguishing Differences and Conflict
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: February 11, 2016
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
   Note: You must first e-mail instructor for approval of experiential learning location.

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

Week 5: February 18, 2016
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 2013 Style
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:
   #3 on page 117; Diversity on the Web on page 119

**Week 6: February 25, 2016**
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 #3 on page 171

**Week 7: March 3, 2016**
Topics:  Mid-Term Presentations

**Week 8: March 10, 2016**
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

**SPRING RECESS – March 13-20, 2016 – NO CLASS THIS WEEK**

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

**Week 9 – March 24, 2016**
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:  Global Call Center Exercise

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

**Week 9: March 24, 2016**
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 – April 7, 2016
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 1-3, for each of the case studies #1-10 – pages 273-276.

Section VI - Managing Organizational Change and Diversity: Current Issues

Week 12 – April 14, 2016
Topics: Diversity in the News
Ethics and Diversity: Legal Applications in the Workplace
Final Project Q&A

Assigned Readings: Chapters 52 thru 54
Homework:

Week 13 – April 21, 2016
Topics: Leadership, Employee Resource Groups, and Social Justice Implications
Final Project Q&A

Week 14 – April 28, 2016
Homework: Finish Final Project Paper; prepare for Final Project Presentation

Week 15 – May 5, 2016
Topics: Final Project Presentations.

NO FINAL EXAM

Cleveland State University – Important Dates to Remember
First weekday class – January 19, 2016
Last day to drop class w/full refund – January 22, 2016
Martin Luther King Day – University Holiday – January 18, 2016
Last Day to drop class – January 29, 2016
President’s Day – University Holiday – February 15, 2016
Spring Recess – March 13-20, 2016
Last day to withdraw from courses – April 1, 2016
Last day of classes – May 6, 2016
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.