



COURSE SYLLABUS

Course: **WCOB 4103 Introduction to Diversity in the Workforce**

Catalogue Description:

This course is designed to engage students in discussions and critical analysis about the history of diversity in the workforce in the United States and the impact of underrepresented groups. This course will review information that includes ethnicities, race, gender, religion, age, physical and mental abilities, socioeconomic conditions, GBLT and international citizens.

Course Description:

This course is designed to engage students in discussions and to increase their awareness and knowledge about barriers and contributions of underrepresented groups. This course will cover race, class, gender, sexuality, ethnicity, nationality, and physical differences that impacts underrepresented groups and how this information can influence that work environment. The course involves weekly discussion, critical evaluation, and reflection of the subjects that are covered in the assignments.

Course Objectives:

Upon the successful completion of this course students will be able:

1. To discuss what is diversity and why is diversity important.
2. To understand and discuss U.S. laws and executive orders that impact diversity and inclusion.
3. To understand and discuss how stereotypes and prejudices impact society.
4. To discuss the characteristics, stereotypes, bias, prejudices and discriminatory practices that effect race, class, gender, sexuality, ethnicity, nationality, GBLT and physical, emotional and intellectual differences.
5. To identify and evaluate personal assumptions, attitudes, and beliefs regarding the diversity of other individuals and/or groups and use this information to improve your own perspective and experiences about diversity and inclusion in any environment.
6. To examine and understand the importance of diversity from an individual perspective and the impact on an organization.
7. To discuss and understand privilege and its impact.
8. To interact with other students around controversial issues and learn to articulate one's personal view.
9. To continue to redefine and appreciate diversity and inclusion.

LEARNING ACTIVITIES AND METHOD OF EVALUATION

COURSE STRUCTURE:

From the onset of the class the basic format will be seminar style. I will expect each student to take an active role in the sharing and exchanging of ideas that you gain from your reading and our discussion of the class material. I want to make it clear that this is your class-you should feel free to ask any questions that you might have at any time. With this freedom comes responsibility, I will expect careful reading and consideration of class material **prior** to the class session. Individual students will be called upon for frequently to discuss or reflect on course material and experiences. Be prepared!

COURSE MANAGEMENT SOFTWARE:

You can access all information pertaining to the course on Blackboard, which is the course management software. The url for this page is <http://blackboard.walton.uark.edu>. You should access this page regularly for announcements, to access assignments, for readings, and other course related information.

GUIDELINES FOR TESTING ACCOMODATIONS FOR STUDENTS WITH DISABILITIES:

It is the Walton College policy that students must request testing accommodations from their instructor in addition to requesting accommodation from the ADA Center. Please meet with me individually and we will work within the university and college guidelines.

INCLEMENT WEATHER POLICY:

The University of Arkansas has occasionally been forced to close due to bad weather. When the University is closed, we will not have class. To find out if the University is closed, please listen to local television and radio stations. The University usually announces these closings sometime after 6am. There may be occasions when the University is not closed and I cannot make it safely to campus. On those occasions, I will leave a message letting you know what to do on the Blackboard website and on my voice mail (575-4557). If you have any questions you may also call the Office of Diversity Programs' administrative assistant.

DISRUPTIVE BEHAVIOR POLICY:

Appropriate classroom etiquette and conduct are expected at all times from all students. Disruptive behaviors will immediately be reported to the Dean of Students for further investigation and possible sanctions. You should not say or do anything that would be interpreted to be unprofessional to another student or the professor. Do not discuss missed classes, copies of handouts or notes, etc. in the classroom after class has begun. After class begins you should not talk to your neighbor and interrupt the learning of other students.

Cell Phones and Text Messaging:

Please turn off cell phones during class. You should not answer your phone or text message during class. Text messaging during exams will be considered a breach of the academic honesty policy and will result in a failing grade for that exam. Students violating this policy will be automatically reported to the judiciary board in the Dean of Student Affairs Office.

ACADEMIC HONESTY:

This policy is only a part of the University's effort to promote academic integrity in all aspects of its programs. By necessity, this part discusses only prohibited acts and a process of applying sanctions. The ultimate goal, of course, is to provide an atmosphere that will make superfluous the procedures and sanctions that follow.

Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work. These include, but are not limited to, accomplishing or attempting any of the following acts:

1. Altering of grades or official records.
2. Using any materials that are not authorized by the instructor for use during an examination.
3. Copying from another student's paper during an examination.
4. Collaborating during an examination with any other person by giving or receiving information without specific permission of the instructor.
5. Stealing, buying, or otherwise obtaining information about an examination not yet administered.
6. Collaborating on laboratory work, take-home examinations, homework, or other assigned work when instructed to work independently.
7. Substituting for another person or permitting any other person to substitute for oneself to take an examination.
8. Submitting as one's own any theme, report, term paper, essay, computer program, other written work, speech, painting, drawing, sculpture, or other art work prepared totally or in part by another.
9. Submitting, without specific permission of the instructor, work that has been previously offered for credit in another course.
10. Plagiarizing, that is, the offering as one's own work the words, ideas, or arguments of another person without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs both when the words of another person are reproduced without acknowledgement and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer. It is the responsibility of all University students to understand the methods of proper attribution and to apply those principles in all materials submitted.
11. Sabotaging of another student's work.
12. Falsifying or committing forgery on any University form or document.
13. Submitting altered or falsified data as experimental data from laboratory projects, survey research, or other field research.
14. Committing any willful act of dishonesty that interferes with the operation of the academic process.
15. Facilitating or aiding in any act of academic dishonesty

RESPECT FOR THIS CLASS:

This class will involve discussions of sensitive and sometimes controversial issues that are personally important to you and about issues that you have strong feeling about. Therefore, it is important for us to treat each other with respect. In this class we will have the opportunity to learn from each other, speaker, special guest, assignments, and readings about diversity. What is learned in this class will

impact you in a positive way. It is important that we maintain an atmosphere that we can openly discuss our thoughts, experiences, feelings and interpretations of reading assignments without the judgments of our classmates and/or peers.

ASSIGNED READINGS:

The text book for the course is Bell, Myrtle P. (2007). *Diversity in Organizations*. Mason, OH Thomas Southwestern. Other materials will be placed in the library in the Reserved Readings.

REQUIREMENTS FOR ALL STUDENTS:

Evaluation and Grading for the Course

Participation (50 points)

Your full participation is essential to the success of this class. I define participation as more than attending class and asking an occasional question. Participation consists of demonstrating that you are prepared for class (i.e., that you have read the assignment, completed individual assessments as assigned, and thought about the issues raised), asking thoughtful questions, responding respectfully to your peers, and engaging productively in all class exercises (including in-class writing exercises and group discussions). Excessive “talking” is not the same as participating. In fact, excessive talking without offering useful ideas or perspectives may be considered disruptive.

0-4 absences – no impact on grade

5-8 absences – drop one letter grade

9-11 absences – drop two letter grades

Over 11 absences – drop three letter grades

Attendance will be taken, on a regular basis. Participation opportunities missed due to absences or registering after the beginning of class cannot be made up. In-class writing assignments must be completed during the class period assigned, and will not be accepted outside of class.

Exams (300 points)

Three exams, at 100 points each, will be given in this course. Exams will consist of multiple choice, short answer and essay. Exams will be administered over a one day period. Make-up exams will be given only for excused absences with a written excuse notice. (i.e. physician, funeral director). All tests must be taken within 48 hours of your return to class.

What is Diversity (15 points)

Identify a business professional, student, and university employee and ask their definition about diversity. When interviewing persons about their perspectives on diversity, include at least 2 persons that are different from you. Compare this information to your view and ideas about diversity and inclusion.

Diversity Statement Comparison (30 points) (Team)

Each team will be asked to identify four major companies or organizations, locate and copy the diversity statement. Be able to discuss the similarities and the differences in the diversity statements. Explain whether you agree or disagree with the statement.

Research Paper (100 points) (Team)

This 6- to 8-page paper will develop on an issue, challenge, program, or other aspects of diversity and inclusion. All topics must be approved by the faculty member before research can begin. A detailed outline and calendar will be provided.

The purpose of this paper is to:

1. give students an opportunity to explore an area of interest in diversity and inclusion,
2. allow students to explore and understanding of the concepts of prejudice and discrimination, stereotypes and role expectations about different social groups.

Journal (There will be 10 journal entrances, worth 5 pts for a total 50 pts)

Each student will be required to keep a journal about their experiences in the class and activities. The instructor of the class will be the only person that will review the journal writings.

Service-Learning Project (50 points, 20pts for project and 30pts for paper)

Students will participate in a service-learning project for a total of 10 hours. Students are required to write at least three page reflections on their projects. These should be three pages, double-spaced and should be turned in by the dates indicated on the schedule.

Opportunities for additional points will be available.

FINAL GRADING: Final grade ranges will be based on a standard 90%, 80%, 70%, 60% scale.

Points	Letter Grade
600-540	A
539-480	B
479-420	C
419-360	D
359 and below	F

Team Evaluations:

At the of each team assignment, your team members will assess your participation as a member of the team. I will use the team member assessments as one pieces of information in determining your overall participation score. Final participation grades will be assigned based on the criteria listed in the Peer Evaluation. If you have questions about what these criteria mean, or where you stand at any point, please be sure to ask me.

CLASS SCHEDULE

Date	Assignment	Resources
Class Day 1	Class Introductions and Requirements, Reading Assignments, Expectations, Journal Requirements	N/A
Class Day 2	Chapter 1 Diverse Workplace Team Assignments, What is Diversity Assignment	Diversity on Organizations--Bell
Class Day 3	Understanding Cultures: Your Own and Others	Managing Diversity: People Skills for a Multicultural Workplace--Carr Ruffino
Class Day 4	Stereotyping & Prejudice: How and Why They Occur	Managing Diversity: People Skills for a Multicultural Workplace--Carr Ruffino
Class Day 5	Legislation	Diversity on Organizations--Bell
Class Day 6	Legislation	Diversity on Organizations--Bell
Class Day 7	Labor Day	Holiday
Class Day 8	Legislation	Diversity on Organizations--Bell
Class Day 9	Theories about Diversity	Diversity on Organizations--Bell
Class Day 10	Theories about Diversity	Diversity on Organizations--Bell
Class Day 11	Theories about Diversity	Diversity on Organizations--Bell
Class Day 12	Blacks/ African Americans	Diversity on Organizations--Bell
Class Day 13	Blacks/ African Americans	Diversity on Organizations--Bell
Class Day 14	Blacks/ African Americans Latinos/ Hispanics	Diversity on Organizations--Bell
Class Day 15	Blacks/ African Americans Latinos/ Hispanics	Diversity on Organizations--Bell
Class Day 16	Latinos/ Hispanics	Diversity on Organizations--Bell
Class Day 17	Latinos/ Hispanics	Diversity on Organizations--Bell
Class Day 18	TEST 1	Diversity on Organizations--Bell
Class Day 19	Team Assignment 1 Diversity Statement Comparison & Discussion	Diversity on Organizations--Bell
Class Day 20	Team Assignment 1 Diversity Statement Comparison & Discussion	Diversity on Organizations--Bell
Class Day 21	Team Assignment 2 -- Discussion about Service Learning Project Asian American/ Asian	Diversity on Organizations--Bell
Class Day 22	Asian American/ Asian	Diversity on Organizations--Bell
Class Day 23	White/ European Americans	Diversity on Organizations--Bell
Class Day 24	White/ European Americans American Indians/ Alaska Natives	Diversity on Organizations--Bell
Class Day 25	American Indians/ Alaska Natives	Diversity on Organizations--Bell
Class Day 26	Arab Americans	Managing Diversity: People Skills for a Multicultural Workplace--Carr Ruffino

Date	Assignment	Resources
Class Day 27	Test 2	
Class Day 28	International Diversity	Diversity on Organizations--Bell
Class Day 29	Gender	Diversity on Organizations--Bell
Class Day 30	Gender	Diversity on Organizations--Bell
Class Day 31	Religion	Diversity on Organizations--Bell
Class Day 32	Religion	Diversity on Organizations--Bell
Class Day 33	Age	Diversity on Organizations--Bell
Class Day 34	Physical and Mental Disabilities	Diversity on Organizations--Bell
Class Day 35	Physical and Mental Disabilities	Diversity on Organizations--Bell
Class Day 36	Disabilities Activity	Diversity on Organizations--Bell
Class Day 37	Work and Family	Diversity on Organizations--Bell
Class Day 38	GLBT	Diversity on Organizations--Bell
Class Day 39	GLBT	Diversity on Organizations--Bell
Class Day 40	Test 3	
Class Day 41	Review for Team Presentations	Diversity on Organizations--Bell
Class Day 42	Thanksgiving Holiday	University Holiday
Class Day 43	Thanksgiving Holiday	University Holiday
Class Day 44	Team Presentations	
Class Day 45	Team Presentations	
Class Day 47	Team Presentations	
Class Day 48	Course Reflections	
Final Exam Begin		