

MGMT 290 – Understanding Diversity

Spring 2010 – Santo D. Marabella

Course Description

From some time to come, managers and their organizations face increasing numbers and types of diverse employees and the challenges and benefits which accompany these differences. The key components for organizations in managing human diversity are to understand, celebrate and promote it. This course focuses mostly on the first component - understanding diversity - because without understanding diversity, one cannot celebrate or promote it. The process of understanding diversity requires a skill set that is different from dealing with traditional organizational planning, operations and effectiveness issues.

That skill set includes being willing and able as an organization and as individual employees to confront and answer the questions: Who are we as a diverse organization?

How am I diverse as an employee? Where do I and the organization stand with regard to the diversity of others?

Adopting an inside-out approach, this course first looks at differences that make us individuals (inside) and then moves to factors and conditions that enrich our individuality and ability to be related to and work with others, as well as how our organization relates to differences (outside). Through experiential learning, presentations, academic papers and class discussions, students will be asked to confront their own ignorance, biases and stereotypes from intellectual, affective and social perspectives, in addition, to studying how organizations confront these issues. Course topics include: personality preferences, individual learning styles, personal values, sexual orientation, religion, age, gender identity, physical and mental abilities, ethnicity, social status and cultural competence.

Course Goals & Outcomes

Goals

1. Create a safe and engaging learning environment in which students feel comfortable researching, discussing and growing around the issues of human diversity.
2. Provide students with theoretical framework from which to understand human diversity.
3. Give students an opportunity to explore and work through their "diversity difficulty."
4. Identify ways to help students and organizations develop competencies to understand and celebrate human diversity.

Outcomes

When students complete this course, it is hoped that they will:

1. Acquire a new level of understanding, from an intellectual, social and affective perspective.
2. Understand the cause(s) and impact of their own personal area of diversity difficulty and move forward in eliminating or diminishing this difficulty.
3. Gain new competencies in dealing with human diversity.

↓ **Guidelines & Expectations**

Course Materials

Required Course Readings:

All readings are found on our Blackboard Coursesite

Required Reference:

Publication Manual of the American Psychological Association, 5th edition, 2001.

This reference is essential in preparing all written assignments for this course, and should be helpful in preparing assignments for other courses as well.

Course Expectations

Readings:

Students will be responsible for preparing the assigned Reading(s) for each class.

Assigned readings are indicated in the "Assignment" column of the Course Schedule.

Students should be prepared to discuss Readings on the date listed for that particular topic.

Total Quality Participation :

Students are expected to attend all class sessions and participate in class discussions.

Participation quality is measured by a student's classroom activity (e.g. responsiveness to questions) and initiative (e.g. preparing additional reading and sharing this with the class).

Students begin the semester with the maximum points possible for Quality Participation. Attendance will be taken and absences recorded. Points will be deducted for each session a student does not attend and does not have an Excused Absences (an illness; a medical or family emergency; a scheduled athletic game/match, a professional obligation).

Students are not penalized for Excused Absences which are approved by the Instructor and accompanied by appropriate documentation. Each semester, students are permitted one Free Pass (absence from class without excuse and for any reason). A Free Pass may not be used during a class session in which a student's Strategy in Action presentation, a team's case analysis or the final Capstone presentations are made.

In any case, a student should inform the Instructor of anticipated absences in advance (whenever possible) so that it can be determined if an absence will be excused. A student using a free pass should inform the instructor before or after the absence. Also, a student who misses a class session for any reason is responsible for preparing readings, obtaining discussion notes and handouts and completing and submitting (on time) assignments for the session missed.

Grading Policies

Measurement and Grading:

Total Quality Participation	20%
Adding to the Diversity Database [individual, research paper]	25%
My Diversity Difficulty [individual, presentation]	25%
Making a Difference for Organizations [2-person team, presentation, workshop/training project]	30%
TOTAL 100%	

Numerical and Corresponding Letter Grades:

93 and above - A - Excellent - Exceptional performance in all aspects of the course

90 - 92 - A-

86 - 89 - B+ - Very Good

80 -85 - B - Good - Sound performance in all aspects of the course

78 - 79 - B-

76 - 77 - C+

70 - 75 - C - Marginal Work - Acceptable grasp of subject matter and its practical application

68 - 69 - C-

65 - 67 - D - Little or no evidence of acceptable level of learning; however substantive effort is demonstrated

64 and below - F - No evidence of an acceptable level of learning or effort.

Academic Honesty: Integrity and honesty are qualities considered to be the "norm" among students. However, any students who choose to deviate from that "norm" risk automatic failure in the course.

Special Notes

Accommodations:

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Subjective Discretion:

It is within the Instructor's purview to apply qualitative judgment in determining grades for assignments or for the course.

Managing a Marabella Course

If you read nothing else in this syllabus, READ THIS...

1. **Be There or Be Square.** Attend all classes - call or email if you cannot attend before your absence (whenever possible)
2. **Ferris Buehler's (insert your name here) Day Off .** You get one "free pass" - a chance to blow off class without any hassles; BUT, like a day off from work, you must still notify your "boss" (professor) that you will not be coming in to "work" (class)
3. **The "Fine Print" about Free Passes.** No free passes may be taken:
 - a. Week before Spring Break
 - b. Day you have a presentation
 - c. During all Capstone presentations
4. **Go Outside, It's Fun.** You are intelligent and creative, but you need some "outside" help now and then, especially when you are preparing papers, cases,

- presentations; so, cite "outside" sources - that is, information written or prepared by a knowledgeable source (other than the professor) not already being referenced in this course
5. **Give Credit Where Credit is Due.** You have to recognize your outside source. The only way to do that in this class is APA, as APA is the only approved, sanctioned, permitted, (you getting the picture?); if you don't know it, time for some new learning
 6. **Picky Paper Procedures.** In preparing written assignments:
 - a. No title pages - save trees
 - b. Name, date, course section, title of assignment on page 1 - helps in assigning grades
 - c. Number every page after the first - easy reference (e.g. "Great job on page 3...")
 - d. Staple, not clip, pages - I lose things too easilyDon't lose points... follow these guidelines.

↑ Expectations

Course:

- discussion, interaction, talking about issues
- challenging ourselves to take on new mindsets
- take what we learn here and apply to the outside world
- be more open to other viewpoints
- more readily define what diversity is
- why is diversity important, not just necessary

Instructor:

- provide interesting readings that spark conversations
- be available for additional help and support
- be open to everyone's ideas
- challenge students to identify their perspective and be open to growth
- share instructor's perspective on these issues, not just students

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Office Location Comenius 203

Office Hours Tuesday 4:00pm to 4:45pm Wednesday 1:30pm to 2:30pm Thursday 11am to 12noon

Notes

Other times available by appointment. While students may "drop in" at any time during office hours, scheduled appointments are highly recommended and ensure adequate time and attention to address student needs.

Course Assignments

My Diversity Difficulty [individual, reflective, research, presentation, 25% of final grade]

In this assignment, students identify an issue related to human diversity that has impeded, troubled, concerned or otherwise adversely impacted their competence in dealing with human diversity.

Adding to the Diversity Database [individual, research, paper, 25% of final grade]

Students will research an aspect of human diversity that is of particular interest and adds to their "diversity database" of knowledge and understanding.

Making a Difference for Individuals or Organizations [2-person team, research, workshop/training presentation, 30% of final grade]

Each team will research, develop and present a way to develop or enhance a competency in dealing with human diversity.

Course Participation [individual and group, 20% of final grade]

Students willingness to explore, reflect and share their learning, concerns, fears, breakdowns and breakthroughs is important to achieving the outcomes of the course. There are many ways to participate in the course - in class, through their participation in discussions; in their weekly journal entries; and, through sharing songs, video, poems, film clips or play excerpts with the class. Each of these tactics can have substantive positive impact on course participation.

Journaling

Using the Journal Feature (found under Tools section of this coursesite), students will maintain a course journal. No later than 9pm Sunday night, each student will submit a journal entry. This entry should be written according to the following format:

- 40% of the entry - what I did, what happened, what I observed
- 60% of the entry - what I think, feel, learned from what I did, happened or observed
- any concerns, questions or issues the student wants or needs to share with the professor

The journal will remain confidential between the professor and each student. It is the student's choice whether or not to share any aspects of these entries during class sessions and discussions.

Journal entry lengths are at the discretion of the student - whether it is a page or a paragraph is not relevant; that it addresses the format guidelines above is most important.

↓ **Multicultural Quiz #1**

Attached Files

[Quiz #1](#) (37.611 KB)

Please take the quiz below and print your results and bring them to class. Thanks.

Readings

[#1](#)

Tatum, Beverly Daniel. (2000). The Complexity of Identity- Who Am I? In *Readings for Diversity and Social Justice*, edited by Adams, Maruianne, Blumenfeld, Warren J., Castaneda, Rosie, Hackman, Heather W., Peters, Madeline L and Zuniga, Ximena. New York: Routledge. p. 9-14.

[#2](#)

Harro, Bobbie. (2000). The Cycle of Socialization. In *Readings for Diversity and Social Justice*, edited by Adams, Maruianne, Blumenfeld, Warren J., Castaneda, Rosie, Hackman, Heather W., Peters, Madeline L and Zuniga, Ximena. New York: Routledge. p. 15-21.

[#3](#)

Blumenfeld, Warren J and Raymond, Diane. (2000). Prejudice and Discrimination. In *Readings for Diversity and Social Justice*, edited by Adams, Maruianne, Blumenfeld, Warren J., Castaneda, Rosie, Hackman, Heather W., Peters, Madeline L and Zuniga, Ximena. New York: Routledge. p. 21-30.

[#4](#)

McIntosh, Peggy. (2009). White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies. In *Understanding and Managing Diversity: Readings, Cases and Exercises* (4th edition). Carol P. Harvey and M. June Allard, editors. Upper Saddle River, NJ: Pearson. p. 35-44.

[#5](#)

Black, Linda L. and Stone, David. (October 2006). Expanding the Definition of Privilege: The Concept of Social Privilege. *Journal of multicultural counseling and development*. 33. p. 243-55.

[#6a](#)

Fausto-Sterling, Anne. (April, 1993). The Five Sexes: Why Male and Female are Not Enough. *The Sciences*. p. 20-24.

[#6b](#)

Chase, Cheryl. (July/August, 1993). Letter to *The Sciences* re: The Five Sexes. *The Sciences*. p. 3.

[#6c](#)

Fausto-Sterling, Anne. (July/August, 2000). The Five Sexes, Revisited. 40(4). p. 18.

[#7](#)

Siebers, Tobin. (2000). My Withered Limb. In *Points of Contact: Disability, Art & Culture*. Susan Crutchfield and Marcy Epstein, Editors. University of Michigan Press. p. 21-30.

[#8](#)

Smith, Sally L. (2000). The Hidden Dimensions of Learning: Time and Space. In *Readings for Diversity and Social Justice*, edited by Adams, Maruianne, Blumenfeld, Warren J., Castaneda, Rosie, Hackman, Heather W., Peters, Madeline L and Zuniga, Ximena. New York: Routledge. p. 352-55.

[#9](#)

Schlosser, Lewis Z. (January 2003). Christian Privilege: Breaking a Sacred Taboo. *Journal of multicultural counseling and development*. 31. p. 44-51.

[#10](#)

Schlosser, Lewis Z. and Sedlacek, William E. (January/February 2003). Christian Privilege and Respect for Religious Diversity: Religious Holidays on Campus. *About Campus*. p. 31-32.

[#11](#)

Holtzman, Diane M., Kruger, Evonne J. & Srock, Charles D. (2009). Generational Diversity Scenarios in the For-Profit and Nonprofit Sectors. In *Understanding and Managing Diversity: Readings, Cases and Exercises* (4th edition). Carol P. Harvey and M. June Allard, editors. Upper Saddle River, NJ: Pearson. p. 172-83.

[#12](#)

Harvey, Carol P. (2009). Organizational Innovations for Older Workers. In *Understanding and Managing Diversity: Readings, Cases and Exercises* (4th edition). Carol P. Harvey and M. June Allard, editors. Upper Saddle River, NJ: Pearson. p. 184-91.

[#13](#)

Blumenfeld, Warren J. (2000). How Homophobia Hurts Everyone. In *Readings for Diversity and Social Justice*, edited by Adams, Maruianne, Blumenfeld, Warren J., Castaneda, Rosie, Hackman, Heather W., Peters, Madeline L and Zuniga, Ximena. New York: Routledge. p. 267-75.

[#14](#)

Miller, Neil. (2000). Stonewall and the Birth of the Gay and Lesbian Liberation. In *Readings for Diversity and Social Justice*, edited by Adams, Maruianne, Blumenfeld, Warren J., Castaneda, Rosie, Hackman, Heather W., Peters, Madeline L and Zuniga, Ximena. New York: Routledge. p. 288-89.

[#15](#)

Deacon, Rev. Dr. F. Jay. (2000). What does the Bible Say about Homosexuality? In *Readings for Diversity and Social Justice*, edited by Adams, Maruianne, Blumenfeld, Warren J., Castaneda, Rosie, Hackman, Heather W., Peters, Madeline L and Zuniga, Ximena. New York: Routledge. p. 290-92.

[#16](#)

Tatum, Beverly Daniel. (2000). Defining Racism - Can We Talk? In *Readings for Diversity and Social Justice*, edited by Adams, Maruianne, Blumenfeld, Warren J., Castaneda, Rosie, Hackman, Heather W., Peters, Madeline L and Zuniga, Ximena. New York: Routledge. p. 79-82.

[#17](#)

Feagin, Joe R. (2000). The Continuing Significance of Race: Antiblack Discrimination in Public Places. In *Readings for Diversity and Social Justice*, edited by Adams, Maruianne, Blumenfeld, Warren J., Castaneda, Rosie, Hackman, Heather W., Peters, Madeline L and Zuniga, Ximena. New York: Routledge. p. 83-93.

[#18](#)

Fahy, Colleen A. (2009). Social Class Diversity. In *Understanding and Managing Diversity: Readings, Cases and Exercises* (4th edition). Carol P. Harvey and M. June Allard, editors. Upper Saddle River, NJ: Pearson. p. 158-71.

[#19](#)

Libal, Autumn. (2006). Life is Different If You're Fat (Chapter 5). *Social Discrimination and Body Size: Too Big to Fit*. Philadelphia: Mason Crest Publishers. p. 71-83.

[#20](#)

Bourne, Kristina A. (2009). The Inclusion Breakthrough: Unleashing the Real Power of Diversity. In *Understanding and Managing Diversity: Readings, Cases and Exercises* (4th edition). Carol P. Harvey and M. June Allard, editors. Upper Saddle River, NJ: Pearson. p. 263-70.

MGMT 290 - Semester Schedule – Spring 2010

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Activities/Deadlines</u>
1	1/19	INTRODUCTIONS: student interest in the course COURSE OVERVIEW: Understanding and celebrating differences v. tolerating and accepting differences, privilege, stereotypes, fear		<ul style="list-style-type: none"> form 2 person teams (ability, age, ethnicity, gender, orientation, religion, ethnicity); determine project scope “I Am” [exercise, Harvey & Allard, p. 15]
2	1/26	Understanding differences (continued): differences, privilege, stereotypes, fear Individual Differences: personality preferences, individual learning styles, personal values/ethics	#1: Complexity of identity #2: Cycle of socialization #3: Prejudice and Discrimination #4: White Privilege and Male Privilege #5: Expanding the Definition of Privilege	<ul style="list-style-type: none"> “Uncovering Stereotypes [exercise, Harvey & Allard, p. 16] The Masks We Wear [exercise] Multicultural Quiz #1 [activity]
3	2/02	Individual Differences (continued)		
4	2/09	Gender: sexism and gender identity	# 6a: The Five Sexes: Why Male and Female are Not Enough #6b: Letter re: The Five Sexes #6c: The Five Sexes Revisited	

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Activities/Deadlines</u>
5	2/16	Abilities: ableism and physical and mental abilities	#7: My Withered Limb #8: The Hidden Dimension of Learning: Time and Space	<ul style="list-style-type: none"> Disability Quick Quiz [exercise]
6	2/23	Religion: religion and privilege Anti-Muslim sentiments and profiling	#9: Christian Privilege: Breaking a Sacred Taboo #10: Christian Privilege and Respect for Religious Diversity	<ul style="list-style-type: none"> class research: Islam tenets, real meaning of Jihad, Islamic extremists, profiling Muslims
7	3 /02	Age: generational differences older workers	#11: Generational Diversity Scenarios in the For-Profit and Nonprofit Sectors #12: Organizational Innovations for Older Workers	
8	3/09	SPRING BREAK		
9	3/16	Sexual orientation: heterosexism gay rights movement	#13: How Homophobia Hurts Everyone. #14: Stonewall and the Birth of the Gay and Lesbian Liberation #15: What does the Bible Say about Homosexuality?	<ul style="list-style-type: none"> Cracker Barrel Restaurants [case, Harvey & Allard, p. 220]

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Activities/Deadlines</u>
10	3/23	Race and ethnicity: racism	#16: Defining Racism – Can We Talk? #17: The Continuing Significance of Race: Antiracist Discrimination in Public Places	<ul style="list-style-type: none"> • The Lunch Date [video]
11	3/30	Class and social status: classism	#18: Social Class Diversity	<ul style="list-style-type: none"> • Social Class Questionnaire [survey, <i>Readings</i> anthology, p. 432-34] • Does Social Class Make a Difference? [exercise, Harvey & Allard, p. 155]
12	4/06	Special topics: obesity	#19: Life is Different If You're Fat	
13	4/13	Actions to take: new competencies cultural competence	#20: The Inclusion Breakthrough	
14	4/20	TEAM PRESENTATIONS		
15	4/27	TEAM PRESENTATIONS		
16	5/05	FINAL EXAMS		

*At the beginning of each session, students will offer information on topics in the news related to understanding diversity or a specific type of difference. Also, each week, students should bring a song, video, film, poem, play or movie excerpt that has particular relevance for them to share with the class.