

**Syllabus**  
**EADU 4140**  
**Workplace Diversity**  
University of Georgia, Department of Adult Education  
Spring Semester 2007  
Wednesdays, 5:00-7:45, The University of Georgia at Gwinnett

**Course Instructor and Contact Information**

**Address:**

Dr. Lorenzo Bowman  
1000 University Center Lane  
Gwinnett University Center  
Department of Adult Education/IPTT  
Program  
University of Georgia  
Lawrenceville, GA 30043

**Class Meets:**

Gwinnett University Center  
Wednesdays, 5:00-7:45 P.M.  
Room:

**Voice:**

678-407-5203

**Fax:**

678-407-5271

**Email (Best way to reach me):**

**[lbowman@uga.edu](mailto:lbowman@uga.edu)**

**Office Hours:**

By appointment

**Course Description:**

This course examines the effects in the workplace, focusing on the field of adult education and related areas. The course will explore the impact of various aspects of diversity, such as race, gender, nationality, class, and sexual orientation. Various sociological, economic, race, and gender theories will be analyzed and discussed. In examining these various perspectives, we will discuss definitions, impact, and application to varied groups.

Upon completing this course, you should be able to:

- Describe different markers of diversity in the U.S. workforce
- Describe how social policy and employment-related laws affect diversity in the workplace
- Critique how companies manage diversity in their workplaces

## **Course Structure:**

In recognition of the fact that students have different learning styles, we will use a variety of instructional methods, including methods, including mini-lectures, group discussions and group presentations. As a participant, you are expected to be actively engaged and to freely express your questions, opinions, concerns, and needs. diversity and globalization. We will create a learning community to safely explore the theoretical and practical issues of organizational learning in the workplace.

## **Required Texts:**

**Gentile, M.C. (1996). Differences that work: Organizational excellence through diversity. Propect Heights, IL: Waveland Press, Inc. Abbreviated in the syllabus as DTW.**

**Murrell, A. J., Crosby, F.J., & Ely, R. J. (1999). Mentoring dilemmas: Developmental Relationships within multicultural organizations. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. Abbreviated in the syllabus as MD.**

**Thomas, K.M. (2005). Diversity dynamics in the workplace. Belmont, CA: Thomson-Wadsworth. Abbreviated in the syllabus as DD.**

## **Class Participation:**

This course will rely upon the creation of a learning community in which we can explore topics related to diversity in the workplace. These topics can be controversial and can challenge our personal beliefs. To create an atmosphere of trust in the classroom, we will follow these basic principles:

- Share our experiences, concerns, and questions openly
- Keep an open mind and be non-judgmental in responding to others
- Assume beneficial intent
- Practice active listening skills
- Keep a sense of humor
- Maintain the confidentiality of our discussions

Class time will be set aside for structured discussions, small group work, and/or group presentations. Your active participation in this course is essential. This includes completing the assigned readings before class and contributing to each sessions activities. Since all students are not comfortable speaking aloud in class, participation can be non-verbal. Acceptable non-verbal forms of participation include bringing in copies of outside readings to share with the class, recommending pertinent out-of-class movies or television programs, or attending and reporting in writing or on video about diversity-related activities on campus or at professional conferences.

## **Class Attendance:**

Students are expected attend all class meetings. Please make every effort to be on time for class. When you are late or absent, our learning community is deprived of the value of your contribution. If you have to miss a class, please notify the instructor at least one week in advance (if possible) so that planned class activities can be adjusted. Excessive tardiness and absences are disruptive to the class. More than two absences will result in the course grade being lowered by ten points or one letter grade.

## Persons with Disabilities

I am committed to doing whatever is necessary to make this learning experience as fulfilling as possible for people who may have special needs due to a disability, whether visible or invisible. If there is anything I can do--such as providing materials in alternative formats, assuring physical access to class sessions, or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities--please take time to discuss your concerns with me early in the semester so we can work together to make the necessary accommodations for you. Please know that anything you discuss with me in this regard will be held in strictest confidence. For additional information contact the UGA Disability Resource Center at [Http://www.drc.uga.edu](http://www.drc.uga.edu) or call the center at (706) 542-8719.

## Academic Honesty Policy

All academic work must meet the standards contained in "A Culture of Honesty" (see [http://www.uga.edu/ovpi/honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/honesty/culture_honesty.htm)). All students are responsible to inform themselves about those standards before performing any academic work. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

The academic honesty policy of the University is supplemented (not replaced) by an Honor Code which was adopted by the Student Government Association and approved by the University Council May 1, 1997. The Honor Code provides: "I will be academically honest in all academic work and will not tolerate academic dishonesty of others." All Students agree to abide by this code when they sign the UGA admissions application. See <http://www.uga.edu/ovpi/honesty/sect07.htm>

## General Writing Guidelines for Assignments

- Double-space type all academically written material (i.e. research papers, literature reviews, etc.).
- Use business writing style as needed (when writing is stylized to appeal to stakeholders in the organization you are working with). Business writing is generally single-spaced with an appropriate use of headers, bullets and blank space that enhances the communication of your message. Even when using "business style," it is still expected that you will follow APA (American Psychological Association) Manual rules. There is some guidance on the website, but it is also advisable to purchase the APA 5th Edition style manual.
- Follow the APA Manual, 5th Edition for style and citation guidelines.
- Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to men and women) in your writing.
- Do not use slipcover or protector pages on written work. It makes providing written feedback difficult.
- Ensure that the quality of your written work reflects the quality of your paper's content. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted.

- Quality written assignments generally meet the following criteria:
  - Includes the title and name of the author at the beginning of the paper.
  - Clearly identifies the question being addressed or the purpose of the paper.
  - Provides an overview of the structure and organization in the introductory section of the paper.
  - Defines key terms, concepts and slogans.
  - Gives examples when they enhance the understanding of the concept being discussed.
  - Applies theory from the assigned readings or elsewhere.
  - Demonstrates the ability to self-reflect and discover core values and beliefs.
  - Considers implications and/or consequences.
  - Provides a strong summary and conclusion.

## Assignments

### **Formal Class Discussion Roles (5 points each)**

The first hour of several classes will be devoted to group discussion of the assigned readings. Three times during the semester, each class member will select a formal role for the group discussion. The roles are:

- Creative Connector
- Vocabulary Builder
- Illustrator
- Passage Guide
- Devil's Advocate

Descriptions of the roles and worksheets will be provided. Note: this approach to a group discussion is adapted from an exercise created by Dr. Robert J. Hill of the Department of Lifelong Education, Administration, & Policy at UGA.

### **Reaction Papers (10 points each)**

You will be required to write a one-page reaction paper for four class readings. These papers should present your personal interpretation of the reading, which can be from the textbook(s) or from handouts given in class. You may also write a reaction paper for a video shown in class. The reaction papers are not simple summaries; they are analytic discussions of the material. Please use APA format for references. Identify the specific reading to which you are reacting and provide a brief summary of the article, chapter, or video. You can turn in no more than one reaction paper in a week. **Two papers must be submitted prior to Midterm.**

### **Group Project (20 points)**

The class will be divided in two small groups. Using publicly available information, each group will develop a profile of a company giving special attention to the company's diversity initiatives. Your group presentations will occur on the last day of class. Some suggested companies are American Express, Fannie Mae, Avon, Texaco, and Coca Cola.

All presentations must occur in the classroom. The method of presentation is left to the group. Groups are encouraged to be creative. To promote full participation by the all group members, this cooperative learning experience will be graded by the instructor with input from the individuals in the group.

**Final Exam (25 points) Choose One of two options:**

**Option 1: Create a Notebook**

You may create an notebook composed of materials related to a specific topic in workplace diversity. Your notebook can include scholarly and trade articles, book chapters, newspaper and magazine clippings, advertisements, brochures and pamphlets, etc. Be Creative! Include an explanation for each artifact in your notebook. The notebook should also include an introductory essay that gives a scholarly analysis of the topic (the historical importance, contemporary significance, etc.). Please use APA format for your references.

**Option 2: Write a Research Paper**

You may do a traditional research paper on a topic of interest to you that is related to diversity in the workplace. Your paper should be typed, double-spaced, and a minimum of 10 pages long. Please remember to use APA format. The topic must be approved before Spring Break. The paper should include:

- A description of the topic
- An Analysis and synthesis or the scholarly literature related to the topic
- Implications of the topic for workplace diversity

Examples of research topics include:

- The Effectiveness of Mentoring Programs for Women and Minorities
- Career Development Theories and Women's Career Development
- The Effect of Diversity on Team Performance

**Weight of Assignments**

Class Discussion Roles	15 points
Reaction Papers	40 points
Group Presentations	20 points
Final Exam	<u>25 points</u>
Total	100 points

Grading Scale:

A	95 to 100 points
A-	91 to 94 points
B+	88 to 90 points
B	85 to 87 points
B-	81 to 84 points
C+	78 to 80 points
C	75 to 77 points
C-	71 to 74 points
D	61 to 70 points
F	60 and below

It is my policy not to give grades of Incomplete (I) except in rare cases of personal or medical emergencies. If you experience such an emergency, please contact the instructor as soon as is possible so that the appropriate course of action can be determined.

(Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.)

Week	Date	Topics/Readings/Assignments	Tests/Group/Others	Remarks
#1	Jan 10	<b>Introduction</b>	INTRODUCTION	<b>NEED E-MAIL ADDRESSES &amp; PHONE #s</b>
#2	Jan 17	<b>DD, Chapter 1 – Diversity and the Workplace: Dynamic Worlds (pp. 1 – 15).</b>  <b>DTW, Part 1 (Chapters 1&amp; 2) – Differences at Work: Were We Are, Where We Go From Here (pp. 3 – 46).</b>		
#3	Jan 24	DD, Chapter 2 – Recruitment and Organizational Attractiveness (pp. 16-32).  DTW: Part V, Chapters 2 & 3- Business and the Facts of Family Life; How Technology Brings Blind People into the Workplace (pp. 199-219)		
#4	Jan 31	DD, Chapter 3 – Diversity Public Policy, and Organizational Decisions (pp. 33 – 52).  DTW, Part II, Chapter 3 – Racial Remarks in the Workplace: Humor or Harassment? (pp. 85-90)  Lee, B.A. (2003). A decade of the Americans with Disabilities Act: Judicial outcomes and unresolved problems. <i>Industrial Relations</i> , 32(1), 11-30.		
#5	Feb 07	DD, Chapter 4 – Socialization and the Newcomer Experience (pp. 53-71).  DTW, Part III, Chapter 1 – Two Women, Three Men on A Raft (pp. 93-105)  MD, Chapter 11 – Mentoring with Class: Connections Between Social Class and Developmental Relationships in the Academy (pp. 189-210).		
#6	Feb 14	The Racial Preference Licensing Act		

#7	Feb 21	DD, Chapter 5 – Career Development: Barriers and Strategies (pp. 72-89).  MD, Chapters 3 & 4 – Asian Americans and Developmental Relationships (pp. 47-62).  Johnson-Bailey, J., & Cervero, R.M. (2004). Mentoring in black and white: The intricacies of cross-cultural mentoring. <i>Mentoring and Tutoring</i> , 12(1), 7-21.		
#8	Feb 28	DD, chapter 6 – The Influence of Diversity on Group Dynamics and Outcomes (pp. 90-110).  DTW, Part II, Chapter 8 – Mitigating Perceptions of Racism: The Importance of Work Group Composition and Supervisor’s Race (pp. 143-155).  Greenhaus, J.H., Parasuraman, S., & Wormley, W. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. <i>The Academy of Management Journal</i> , 33(1), 64-86.		
#9	March 07	DD, Chapter 7 – Conflict, Perceptions of Justice, Privilege, and Diversity (pp. 111-128).  DTW, Part II, Chapter 1 – What’s It’s Like to Be a Black Manager (pp. 49-64).  McIntosh, P. (1990, Winter). White Privilege: Unpacking the invisible knapsack. <i>Independent School</i> .  Bailey, L, Pearpoint, J., & et al. (n.d.). Unpacking the knapsack of able privilege.  Deutsch, B. (n.d.). The male privilege checklist: An unabashed imitation of an article by Peggy McIntosh.  Unknown. (n.d.) Transgender Priilege.		
	<b>March 14</b>	<b>Spring Break</b>	<b>Spring Break</b>	
#10	March 21	DD, Chapter 8 – Stressors in a Diverse Workplace (pp. 129-147).  DTW, Part IV, Chapter 1 – Uncommon Decency: Pacific Bell Responds to AIDS (pp. 141-161).  Ferguson, S.A., & King, T.C. (1996). Bringing Organizational behavior and therapy together: Counseling the African American female on “job socialization failure.” <i>Women &amp; Therapy</i> , 18(1), 47-58.		
#11	March 28	DD, Chapter 9 – The Leadership-Diversity Dynamic: Breaking Barriers and Developing Multicultural Leaders (pp. 148-164).  DTW, Part III, Chapter 3 – Women as a Business Imperative (pp. 123-138).  DTW, Part VI, Chapter 1 – The Case of Unequal Opportunity (pp. 223-238).		

#12	<i>April 04</i>	<p><b>DD, Chapter 10 – Diversity Orientations: Organizations (pp. 165-179)</b></p> <p><b>DTW, Part IV, Chapter 3 – Nothing Prepared Me to Manage Aids (pp. 163-176).</b></p>		
#13	<i>April 11</i>	<p><b>DD, Chapters 11 &amp; 12 – Diversity Orientations: Individuals (pp. 180-194). Conclusion: Strategies for Success (pp. 195-199).</b></p> <p><b>DTW, Part VI, Chapter 3 – Is this the Right Time to Come Out? (pp 253-265).</b></p>	<b>Presentation Due</b>	
<b>#14</b>	<i><b>April 18</b></i>	<b>Group Presentations</b>	<b>Presentation Due</b>	
#15	<i>April 25</i>	<b>Course Wrapup Final Exam Due</b>		