

**SYLLABUS FOR  
WORKPLACE DIVERSITY  
EADU 4140  
Spring Semester 2006  
Wednesdays, 5:00 - 7:45 pm  
Gwinnett University Center**

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This course examines the effects of diversity 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.

On 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 the different learning styles, we will use a variety of instructional methods, including mini-lectures, group discussions, videos, group presentations, and online assignments. As a participant, you are expected to be actively engaged and to freely express your questions, opinions, concerns, and needs.

### **REQUIRED TEXTS**

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

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

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### Recommended Text

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Additional readings will be distributed in class.

### **CLASS PARTICIPATION**

We will be creating 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 our classroom, we should follow some 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

Parts of several classes 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 reading before coming to class and contributing to each session's 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 to 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 instructors 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

We are 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 we 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 discuss your concerns with us early in the semester so we can work together to

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make the necessary accommodations for you. Please know that anything you discuss with us in this regard will be held in strictest confidence. For additional information contact the UGA Disability Resource Center at <http://www.drc.uga.edu/> or (706) 542-8719.

## **ASSIGNMENTS**

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

The first hour of several classes will be devoted to a 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, and 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*** (March 2).

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

The class will be divided into several 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 individual group but you are encouraged to be creative. To promote full participation by all group members, this cooperative learning experience will be graded by the instructors 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 a 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 use APA format. The topic must be approved by April 5, 2006.

The paper should include:

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

Examples of research topics:

- 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 Presentation	20 points
Final Exam	<u>25 points</u>
Total	100 points

**Grading Scale**

100-90	= A
89-80	= B
79-70	= C
69-60	= D
Below 60	= F

It is the policy of the instructors not to give grades of Incomplete (I) except in rare cases of personal or medical emergencies. If you experience such an emergency, please contact us as soon as it is feasible so that we can determine an appropriate course of action.

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## **UGA'S POLICY ON ACADEMIC HONESTY**

### **UGA's Academic Honesty Policy**

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All students are responsible for informing themselves about this policy before performing any academic work and for maintaining the highest standards of honesty and integrity in every phase of her or his academic career. 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)). The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

### **UGA Student Honor Code**

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 of my 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>

## CLASS SCHEDULE

1-11-06	<p>Introductions; Discussion of Syllabus; Diversity exercise</p> <p><b>Assignment:</b> Learning Style Inventory. Go to <a href="http://www.jobsetc.ca/toolbox/quizzes/styles_quiz.do?lang=e">http://www.jobsetc.ca/toolbox/quizzes/styles_quiz.do?lang=e</a> and take the brief learning style quiz. Email your results by Monday, January 16 to <a href="mailto:ddclark@uga.edu">ddclark@uga.edu</a></p>
1-18-06	<p>DD, Chapter 1 - Diversity and the Workplace: Dynamic Worlds (pp. 1-15)</p> <p>DTW, Part I (Chapters 1 &amp; 2) – Differences at Work: Where We Are, Where We Go From Here (pp. 3-46)</p>
1-25-06	<p>DD, Chapter 2 - Recruitment and Organizational Attractiveness (pp.16-32)</p> <p>DTW: Part V, Chapters 2 &amp; 3 – Business and the Facts of Family Life; How Technology Brings Blind People into the Workplace (pp. 199–219)</p>
2-01-06	<p>DD, Chapter 3 - Diversity, Public Policy, and Organizational Decisions (pp. 33-52)</p> <p>DTW, Part II, Chapter 3 – Racial Remarks in the Workplace: Humor or Harassment? (pp. 85-90)</p> <p>DTW, Part V, Chapter 3 – How Technology Brings Blind People into the Workplace (pp. 215-219)</p>
2-08-06	<p>DD, Chapter 4 - Socialization and the Newcomer Experience (pp. 53-71)</p> <p>DTW, Part III, Chapter 1 – Two Women, Three Men on a Raft (pp. 93-105)</p> <p>MD, Chapter 11 – Mentoring with Class: Connections Between Social Class and Developmental Relationships in the Academy (pp. 189-210)</p>
2-15-06	<p>DD, Chapter 5 - Career Development: Barriers and Strategies (pp. 72-89)</p> <p>MD, Chapters 3 &amp; 4 – Asian Americans and Developmental Relationships (pp. 47-62)</p> <p>Handout– Mentoring in Black and White: The Intricacies of Cross-Cultural Mentoring</p>

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2-22-06	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) Handout – Effects of Race on Organizational Experiences, Job Performance Evaluations, and Career Outcomes.
3-01-06	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) Handout – White Privilege: Unpacking the Invisible Knapsack
3-08-06	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) Handout - Bringing Organizational Behavior and Therapy Together: Counseling the African American Female on “Job Socialization Failure”
3-15-06	<b>Spring Break No Class</b>
3-22-06	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)
3-29-06	DD, Chapter 10 – Diversity Orientations: Organizations (pp. 165-179) DTW, Part IV, Chapter 3 – Nothing Prepared Me to Manage AIDS (pp. 163-176)
4-05-06	DD, Chapters 11 & 12 – Diversity Orientations: Individuals (pp. 180-194); Conclusion: Strategies for Success (pp. 195-199) DTW, Part VI, Chapter 3 – Is This the Right Time to Come Out? (pp. 253-265)
4-12-06	WebCT class Topic to be determined by the class

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4-19-06	Group Project Team Meetings
4-26-06	Final day of class Group Project Presentations
5-03-06	<b>Final Exam Due</b>

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