

SYLLABUS¹

EADU 8140

IMPACT OF GENDER AND RACE ON LEARNING IN THE WORKPLACE

Instructor:	Dr. Robert J. Hill ¹
Oasis Title:	GENDER & RACE
Call Number:	01-055
Location:	River's Crossing Rm 139
Phone:	706-542-4016 (Instructor's phone) 706-542- 2214 (Office Administrator's phone)
Email:	bobhill@uga.edu (The best means of communicating). Do not leave personal emails on WebCT for me, please.
Class Dates:	Monday's, January 7 through and including April 28, 2008 (Requisite 15 weeks)
Class Time:	4:30 pm – 7:15 pm

Course Description From the Catalog:

The effects of gender and race in the workplace, focusing on the field of adult education and related areas. The impact of sociological, economic, racial, and gender theories are analyzed.

Additional Descriptive Notes From the Instructor:

In addition to the characteristics of gender and race, we will also explore other diversity issues in the workplace, such as ethnicity, language, sexual orientation, age, and ability.

Course Objectives:

To demonstrate the effects on learning of gender and race (and other markers along the diversity axis) in the workplace

¹ My office is 322 River's Crossing, UGA, Athens, GA. I can meet students at my UGA office, or at the GA Gwinnett College, by appointment. Please email me to make arrangements.

To better understand contemporary issues and theories related to gender and race (and other markers of diversity) in the workplace

To discover the “meaning of experience” (Lindeman’s purpose for adult education) related to gender and race (and other markers of diversity) in the workplace

To learn how to effectively assume a career in an increasingly diverse work world

To improve the quality of the work environment, around issues of gender and race (and other markers of diversity), since the workplace is a locus of learning

To foster an understanding of learning as it relates to the workplace, since, “If individuals are to learn, they must become embedded in the culture in which knowing and learning have meaning” (Margo, 2001, *Fundamentals of Adt Ed*, p. 76).

To bring to awareness, learners’ beliefs, values, and cultural practices, related to gender and race (and other markers of diversity) in the workplace

To think strategically about gender and race (and other markers of diversity) in organizational life

To increase cultural competency through self-reflection, shared dialog, and better understanding theory and practice on diversity issues in the workplace

To apply social justice theories to work in regards to its genderization, racialization—and to evaluate the role of gender and race in the causalization of work, outsourcing and ‘cheap labor’

To explore the impact of Unionizing and Collective Bargaining on gender and race (and other markers of diversity) issues in the workplace

To explore the ethical dimensions of a globalized work force in relations to gender and race (and other markers of diversity)

To critique organizations’ diversity strategies, and offer means to improve them


Class Structure: The course uses multiple pedagogical tools: mini-lectures, Reading Circles, online WebCT, and a substantial array of readings (including e-Reserve through GIL), dialog/discussions with co-learners, and scholarly writings.

Because of the centrality of participation, students will be expected to weekly interact with the learning community (the class) through our Reading Circles. Your active, *prepared* participation and critical reflection in relations to the readings, students’/instructor’s comments, and other materials is the very centerpiece of the class.

Required Texts:

 Thomas, K. M. (2005). *Diversity dynamics in the workplace*. Belmont, CA: Thomson-Wadsworth. (Cited as **Diversity Dynamics** in the course Study Guide)

 *Harvard Business Review On Managing Diversity*. (2001). Cambridge, MA: Harvard Business School Press. (Cited as **Managing Diversity** in the course Study Guide)

 Selected Readings for EADU 8140 (Electronic Reserve cited as **e-Reserve or GIL** in the course Study Guide, and material may be emailed to you, or posted on WebCT). Note that I have placed numerous *optional materials* on e-Reserve that would enhance your understanding of gender and race in the workplace.

For electronic reserve material (e-Reserve) through the online UGA library: go to the library's web page (www.libs.uga.edu) and click on "GIL Catalog, find books and more." This takes you to the **GIL** page (<http://gil.uga.edu/>). Here click on "Search Course Reserves" (<http://gil.uga.edu/webvoy.htm>); then select Course. From the drop down box, select "EADU8140 Race and Gender in the Workplace." This will take you to the e-articles. The list flows alphabetically BY TITLE OF MATERIAL, so it is easy to find the necessary articles. Click on the desired article. Some data will appear. Click on "**E-items: Full Text Online**" and, when prompted, enter the password <**genderrace**>. This step will open the article and allow you to read or print it.

Class Attendance Policy:

Students are expected to attend all classes. When possible, advanced notice of at least one week should be given for absences. It is recognized that prior notification may not be possible in emergency situations. If a class is missed for any reason, students are expected to provide to the instructor a written (may be emailed) "Proposed Remediation Plan" *no later than one week after the missed class*. The Plan should outline in detail how the student will recover the missed material. After approval of the Plan by the instructor, the student has one week to successfully complete the proposed remediation, unless negotiated otherwise. In the absence of the successful completion of a remediation Plan, the student's final class score will drop one letter grade for each class missed.

Class Assignments and Due Dates:

- **Read and reflect** on the materials prior to each class session
- **Participate** dynamically each week

- **Analysis of an Organization’s Diversity Strategy: Gender, Race and Other Characteristics** —Due on or before February 25th (email to: bobhill@uga.edu)
- **Reading Circle Portfolio** – Due April 21st (hard copy delivered in class)

Evaluation:

1. Dynamic Participation	30%	2. Analysis of Diversity Strategy	35%
		3. Reading Circle Portfolio	35%
GRADING SYSTEM (See below for Plus/Minus details): A = 90 and above I = Incompletes are reserved for extreme circumstances.		B = 80 – 89 C = 70 – 79 Please see Appendix I for Grading Rubric	

Plus/Minus Grading Notes

For the official policy, please see: <http://bulletin.uga.edu/PlusMinusGradingFAQ.html>

The plus/minus grading system is the official grading system approved by the Board of Regents for a three-year period. *It is the only grading system approved for the University of Georgia.*

All grades throughout a three-year period beginning Fall 2006 will be provided in this plus/minus grading system.

The assignment of grades in a course is *the responsibility of the instructor*. The new plus/minus system provides more grade options, but *how those options are used is the decision of the instructor*.

Letter grades will correspond to the following point system: (note that there is no A+ in the UGA system!):

- A = 4.0 = **100 – 93 points derived from class work as described below**
- A- = 3.7 = **92 - 90**
- B+ = 3.3 = **89 - 86**
- B = 3.0 = **85 - 83**
- B- = 2.7 = **82 – 80**
- C+ = 2.3 = **79 - 76**
- C = 2.0 = **75 - 73**
- C- = 1.7 = **72 - 70**

D = 1.0 = 69 - 61
F = 0.0 = < 60

Description of Assignments:

1. Dynamic Participation – Each week

In this seminar course, students should read all assigned materials, submit written assignments, and come to class prepared for dialog and in-depth discussion—these are all forms of ‘participation.’

Dynamic participation in class activities is important. It is accepted that there are multiple ways in which dynamic participation can occur. In addition to class discussions, other forms of acceptable participation are: suggesting outside readings, films or television programs that relate to course topics; and attending any relevant activities outside class and reporting on them in class.

In addition, **we will meet online on March 31st (week 11)** via WebCT. Please get a MyID and learn to access WebCT as soon as possible. Participation in the online portion of the course is required.

2. Mid-Term Project. Analysis of an Organization’s Diversity Strategy: Gender, Race and Other Characteristics – Due February 25th

A company's 'Strategy' may be a single, articulated plan, OR it might be a series of articulated policies that are not formally structured into a plan. In some instances an organization may have a formal plan or strategy, or a series of policies, but operates differently (that is, contrary to the articulated materials). You are a learner, attempting to understand as much as you can about how your selected organization operates--tacitly, espoused, informally, or formally. This learning exercise is designed to reinforce reading materials. It is “paced” so that at mid-term, you will have only a limited amount of work to do (if you work on the project on a weekly basis).

Briefly, each week, at the end of the chapters in the Thomas (2005) text there are questions to guide your thinking about what you might look for in an organization's diversity 'strategy.' You should write a one to two page (or slightly longer if you wish) essay reflecting on those questions *relative to your selected organization* (not all questions will be relevant). This reflection *should not* be a stream of consciousness burp! *It is to be a well thought out, dynamic, and succinct critical reflection.* You will want to write your response to the questions, and then condense this response into a pithy, rich essay. The sheet, **An Organization’s Diversity Strategy** (on WebCT) will help you to think about the weekly essay. *Do not cut and paste* vast amounts of materials from the

selected organization’s web documents (quotes are permissible)—this is to be written in your own words.

At mid-term, to write your analysisⁱⁱ, *you will use these sheets, together with any additional narrative, that will allow you to compose a seamless paper that reflects the organization's commitment to diversity*, esp. as it relates to race and gender. Please do not submit a collection of discreet essays—they are to be seamed together as a coherent whole. A *brief* introduction to the organization is necessary to set the stage. If you'd like to use a pseudonym for the organization--that's fine. Do not disclose anything that is confidential or that contains privileged information. Do not report suspected “wrong-doing”—there are more appropriate avenues to address these than this paper.

3. Reading Circle Portfolio – Due (hard copy) April 21st

Most weeks, after the first one, students will prepare a *Reading Circle Role Sheet* based on that week’s readings and the roles you have selected. See WebCT for printable copies of the appropriate *Reading Circle Role Sheets*, which will also be provided the first week of class as hardcopies. [Note that one of these may be the role of “Freeloader”—it is best to plan to use this during an excused absence such as work or family related events that take you from class, or for emergencies] All *Reading Circle Role Sheets* should be compiled into a Portfolio, which will have an Abstract, and an Introductory Essay.

In summary: The *Portfolio* should consist of:

- A 250 word Abstract of your Introductory Essay
- A five page Introductory Essay that reports on the (a) intellectual, (b) emotional, and/or (c) spiritual growth that has occurred during the class
- All of YOUR Reading Circle Role Sheets – One Freeloader may be used
- A signed copy of the *Guidelines For Creating A Safe Space In The Classroom* form

Academic Citizenship.

The Department of Adult Education supports the directives of the President of UGA, the Faculty Council, and University policies on multiculturalism, diversity, and equal opportunity. The University of Georgia continues its **affirmative implementation of equal opportunity** to employees, students, covered contractors and vendors, and applicants for employment, admission, or contractor/vendor status. The University of Georgia will act in matters of employment, admissions, programs, services, and activities free of prohibited bias with regard to race, creed, color, sex, national origin, religion, age, veteran status, and disability. Furthermore, the University of Georgia will not maintain racially segregated facilities. Continuation of the above policies is consistent with applicable provisions of the Civil Rights Act of 1964, the Education Amendments of 1972, Executive Order 11246, Revised Order 4, the Vietnam Era Veterans Readjustment

Act of 1974, the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990, as revised and/or amended, with implementing regulations. Accordingly, this institution will not discriminate in employment, admissions, programs, services, or activities with regard to any position for which the applicant, employee, or student is qualified and will make reasonable accommodation for covered limitations.

Additionally, the University Council, on April 25, 1991, passed the following resolution, "The University of Georgia strives to maintain a campus environment where all decisions affecting an individual's education, employment, or access to programs, facilities, or services are based on merit and performance. Irrelevant factors or personal characteristics that have no connection with merit or performance have no place in the University's decision-making process. Accordingly, it is the policy of the University of Georgia that an individual's sexual orientation is an irrelevant factor and shall not be a basis for making decisions relating to education, employment, or access to programs, faculties, or services. Any employee of the University of Georgia who believes that he/she has been harassed or discriminated against because of sexual orientation should contact his/her immediate supervisor, the Employment and Employee Relations Department of the Human Resources Division, or the Equal Opportunity Office for appropriate action. Any member of the University community may also call upon the Equal Opportunity Office for counseling and advice...."

The Affirmative Action Plan implementing the above body of law, regulation, and policy is administered by the Director of the UGA Equal Opportunity Office at 3 Peabody Hall, Athens, Georgia 30602-1622. Questions and complaints may be directed to that address. Telephone inquiries concerning this Plan may be directed to (706) 542-7912. Copies of the Plan are available for inspection in the Equal Opportunity Office and in the UGA Main Library during normal weekday working hours.

NOTE ON ACCESS TO THIS COURSE: The University of Georgia is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualification as determined by the University and state or federal authorities. *If anyone has special assistance needs due a physical condition, please feel free to discuss this with me before or after class.* The University of Georgia has resources available for students with certain disabilities. In addition, other accommodations may be made in consultation with me or with other students.

Attempts will be made to accommodate learners with disabilities. Learners with questions about disabilities should contact UGA Disability Services at <http://www.dissvcs.uga.edu/> or (706) 542-8719.

Academic Integrity Policy (Academic Honesty)

Please refer to the UGA University Honor Code and Academic Honesty Policy. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before

performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

2008 Spring Academic Calendar

From: <http://www.reg.uga.edu/or.nsf/preview/Schedule%20of%20Classes>

15 weeks of classes required

Classes Begin	Jan. 7	Monday
Holiday: Martin Luther King Jr. Day	Jan. 21	Monday
Midterm	Feb. 25	Monday
Last Day of Classes (prior to spring break)	March 7	Friday
Spring Break	March 10 – 14	Monday - Friday
Classes Resume	March 17	Monday
Classes End	April 28	Monday

Note: This class will not require field research involving human subjects. For students' information, however, you may want to review the university's policies on this.

APPROVAL FOR RESEARCH INVOLVING HUMAN SUBJECTS: The University of Georgia requires prior notification or approval for all research on human subjects, even as part of courses such as this. For class projects, see: <http://www.ovpr.uga.edu/hso/guidelines/12.html>. Information may not be used to theorize from, nor may it be generalized to people or populations. It can not be used in professional papers or presentations. If any class projects/activities include human subject *research*ⁱⁱⁱ, you must have approval from the Institutional Review Board (IRB) before commencing the research. Depending on the complexity of the research, approval may take several weeks, so please plan accordingly. Further information see <http://www.ovpr.uga.edu/hso/>

ⁱ The *Syllabus* and *Study Guide* for EADU 8140, Gender & Race in the Workplace, are presented as a way of familiarizing students interested in the course with its typical content. The instructor may provide additional materials, or delete listed items, with advanced notice.

ⁱⁱ To better complete this assignment, you will want to read the following and use it as one lens from which to execute this assignment: Somerville, M. (2001). 'New Times', gender and workplace learning in the

aged care industry. In *Researching Work and Learning Conference Proceedings*. Calgary, Canada. University of Calgary.

iii “Research” is defined at UGA as: “a systematic investigation that contributes to the larger body of knowledge of any given discipline. This includes collection of scholarly materials for theses and dissertations done by students, and investigations carried out by faculty and staff for publication and/or presentation.”

APPENDIX I - Grading Rubric

Emerging Knowledge	Proficient Knowledge	Exemplary Knowledge
<p>High Range 82-80 Low Range 79-76</p> <p>The participant demonstrates minimal knowledge. The Portfolio and MidTerm show partially correct information. Writing reflects, at best, a superficial understanding of the topic.</p>	<p>High Range 89-86 Low Range 85-83</p> <p>The participant demonstrates satisfactory knowledge. The Portfolio and MidTerm show knowledge of details, for the most part. The responses reflect a good <i>basic</i> understanding of the topic.</p>	<p>High Range 100-93 Low Range 92-90</p> <p>The participant demonstrates extensive knowledge. The Portfolio and MidTerm show knowledge of details that are extensive and accurate. The responses show an <i>unusual</i> depth of understanding of the topic.</p>