

Oakland University
School of Education and Human Services

HRD 3530 Cultural Diversity in the Workplace

Course Syllabus Winter 2018

Course Credit Hours: Four

Course Meeting Days and Times:

Wednesday 1:20pm – 4:40pm

Course Location: Pawley Hall 150

Dr. C. L. Scott

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Office Location: 495B Pawley Hall

Office hours: Wednesday after class (and by appointment)

Prerequisite – WRT 1060 or WRT 160 or equivalent

Course Description

Identifies relevant culture-specific issues related to race, gender, ethnicity, socioeconomic status, sexual orientation, disabilities and religion. Examines historical context of culture-specific issues (knowledge). Facilitates awareness of values and their significance in helping relationships (self-awareness). Presents an ecological framework for developing effective practices (skills). ***Satisfies the university general education requirement in U.S. diversity.***

Required Text

Diversity in the Workforce: Current Issues and Emerging Trends

by Marilyn Y. Byrd & Chaunda L. Scott [2014], Routledge Publishers, New York City, New York.

Supplemental materials will be made available in class

Course Introduction

“Minorities, women, and immigrants make up for over fifty percent of the US workforce. Future projections suggest that in the next 10 years these groups will represent roughly 85% of the labor force growth. Organizational leaders are now confronted with the challenge of how to effectively manage a workforce that is increasingly diverse along the lines of race, ethnicity, gender, physical ability, sexual preferences, and age. Implicit in this challenge is the recognition that the best, brightest, and most qualified employees hail from a variety of cultural backgrounds and group identities. To this extent, it stands to reason that individuals and organizations that come to truly welcome and value the talent and perspectives of employees from diverse backgrounds with have a competitive advantage over those that fail to do so.

Course Objectives

Drawing on literature from a variety of disciplines, the specific learning objectives of this course includes:

1. Understand the issues and challenges related to managing a workforce that is diverse with regards to race, ethnicity, gender, age, sexual orientation and physical ability.
2. Gain a greater self-awareness of our own cultural values, biases and behaviors and how they may influence our interpersonal behavior and interactions in organizations.
3. Develop greater competency and appropriate skills for working effectively with people from diverse backgrounds and orientations.
4. Explore contemporary organizational strategies for managing workforce diversity.

Written Assignments

For all written assignments, except the journal assignment, students must use **APA style, 12-point font Times New Roman and be double-spaced. All late assignments will receive an automatic 5-point deduction before grading. No extra credit will be given. Also, please staple your assignments before you turn them in. Unstapled assignments will not be accepted.**

Attendance

Attendance is critical. The experiential nature of this class requires that participants attend all classes. Please note that there is no way to make up missed classes. No late assignments will be accepted without proper documentation (i.e. medical, obituary, etc.). Vacations or work related trips do not qualify for an excused absence.

Course Ground Rules

Discussions of cultural diversity often touch on topics in class that students may view as controversial or difficult. Because of this, class participants are also responsible for permitting each member of the class to hold his or her own opinion without pressure from others to change it or fear of being attacked. Class participants should also remember, that one's opinions may have an impact on others. Thus, your perspective and sharing your experiences and views with the class is encouraged. Class participants choose to share personal information, therefore, maintaining the confidentiality is important for those who choose to share any personal information about themselves in the context of class discussions; no one should repeat this information outside of class. In closing, please try to remember that:

1. Together we are here to learn about very complex issues that have plagued society in one form or another, since the beginning of civilization
2. We all have some type of stereotyping or prejudice against something, a group, class or individual
3. We have all experienced some level of prejudice or being stereotyped
4. We are all guilty to some degree of cultural ignorance concerning another group or class of people. No one in the class knows everything there is on issues related to cultural diversity
5. We are not here to victimize one another because learning about race, gender, ethnicity, and other human differences occurs readily in a supportive environment, where there is a climate of openness and trust. For this reason, we will try to discuss honestly our experiences and feelings without fear of being judged, stereotyped, or categorized by our classmates.

Course Structure

This course will emphasize discussion and participation rather than a traditional lecture format. There will be a strong emphasis on discussing assigned readings, sharing experiences and participating in experiential learning exercises. This course will include a balance of cognitive and experiential learning opportunities, including case studies, videos, self-administered instruments, and team projects. In order for students to succeed in this course, each student must adhere to the following "PACT".

1. **P**repare for all class sessions
2. **A**ttend all class sessions
3. **C**ontribute to class discussions
4. **T**horoughly complete assignments

The philosophy of this course is that we learn from each other. Therefore, individual preparation is vital to the course's success. Unless otherwise instructed all assigned reading and assignments should be completed by the class for which they are assigned. You may be called upon to (1) summarize the readings or a main point and (2) share your wisdom and experience related to other topics being discussed.

Your contribution to class discussions and exercises is essential because it is only through these discussions and activities that the main learning from a particular topic can be explored. If you are unable to prepare for a particular class, please inform me before class so that you are not called on.

Failure to attend class during your scheduled presentation date or turn in assignments in class on the due dates will be considered late and minus five points before being graded. A zero will be earned for each class missed. Note: you earn one attendance point per class.

Accommodations

Students who may require special accommodations should work with the Office of Disabilities and arrange for any special needs.

Disability Support Services
103A North Foundation Hall
(248) 370-3266
Video Phone: (248) 841-8015
TTY: (248) 370-3268
DSS@oakland.edu
Office Hours: M-F: 8 a.m. – 5 p.m.

Course Assignment Requirements

Workforce Diversity Learning Journal 15 points

Write 1- 2 double-spaced pages each week on your thoughts and what you learned from the textbook, assignments, class discussions, presentation, the Diverse Voices Conference and films. **Your typed 12-15-page journal** should be organized by date [example, January 3, 2018.] Your typed journal will be due on April 4, 2018 in class.

Paper One - Being Exposed to Diversity Assignment 10 Points

The purpose of this assignment is to become exposed to human differences and to examine your feelings resulting from being a minority. The following 4 page assignment exposes you to a new situation and requires you to carefully observe your surrounding and describe what you felt and what other individuals might feel to have you among them. Your assignment is to go by yourself [**you may not take anyone with you**] to an approved site by your instructor and observe what you see [and participate as appropriate]. Use the following guidelines to write your three – four page paper. Students will share their experience with the class in a 3-minute oral presentation. The following due dates will be assigned on January 10, 2018 - January 24, 31st, February 7th, 14th. To complete this assignment use the prompts below,

- Short summary of your site
- Date and address of your site
- Length of time you were there
- Your reaction to the situation in terms of your behaviors or feelings
- The reaction of the other individuals towards you
- What this experience teaches you about being different from others
- How might this experience influence your development if you were to live our work in this setting for a major portion of your life
- Concluding comments

Group Workforce Diversity Research Project and Five Minute Power Point Presentation 25 points

Groups of two students will be required to write a research paper on a popular organization's workplace diversity efforts. Each student group will be assigned an organization by the instructor. Each group once assigned will be given a specific instruction sheet to follow. **The research paper will be written according to the APA guidelines [which included a running head, cover page, abstract, nine content pages and one reference page = twelve pages]. See the Owl Purdue APA Guidelines at <https://owl.english.purdue.edu/owl/resource/560/18/> and visit the Oakland University writing center if you need help with APA writing format. Your double spaced research papers should be a maximum of 12 pages long and your [15-20 minute] Power Point presentation should include a maximum of 12 slides.** Due dates for this paper and presentation will be assigned to all students on January 10, 2018. **The due dates to be assigned are as follows: March 14th, 21th, 28st. Twenty points =research paper and five points = Power Point presentation.**

Textbook Exam 25 points

There will one exam given in this class. **No make-up exams will be provided.** Exams will cover information from the textbook and class discussions on the textbook **The exam will be administered in class on February 28, 2018. Answering the questions at the end of each chapter will help you to prepare you for the exam along with your weekly journal notes. Before the exam, the instructor will give an exam review on February 14, 2018. Note: cheating on exams will be reported to the Dean of Students Office as an academic misconduct.**

Movie Review – TBA] Journal Entry

Watch the assigned movie outside of class over winter break [February 17th -25th] and write a two-three-page double spaced overview of the film in your journal Be prepared to discuss you response in class on February 28th.

The Diverse Voices Conference 10 points

The Diverse Voices Conference takes place on Saturday March 24, 2018 – Varner Recital Hall – 10am -1pm. There is no charge for the conference. Write a 3 page, double-spaced paper on what you learned about diversity from this conference. This conference will feature HRD students. Entertainment and refreshments will be provided. This paper is due March 28th in class. More details about this conference are forthcoming. A description of the Diverse Voices Conference is in chapter two.

Weekly Chapter Discussions Required – No Points

Each week you will be required to read the assigned chapters and be prepared to be a part of the weekly class discussions on the assigned chapters.

Attendance and Class Participation 15 points [one point per week]

In order to learn for this course, it is necessary that you attend this class weekly.

****Oral Class Reflection: Write a paragraph or two on April 4, 2018 outside of class to share with the class what you learned in this class about workforce diversity on April 11, 2018. Each student will read their 3 minute oral reflection to the class = No Points.**

Total Points to be Earned in this Course = 100 Points

Course Schedule

<i>Date</i>	<i>Review</i>	<i>Assignments</i>
January 3, 2018	Course Introduction and Overview	Read Chapters 1.2. and 3 Complete End of Chapter Questions and Weekly Journal Writing
January 10, 2018	Review and Discuss Chapters 1, 2 and 3	Read Chapters 3,4 and 5 Complete End of Chapter Questions and Weekly Journal Writing. Work on Workforce Diversity Paper/Presentation
January 17, 2018	Meet in the OU Kresge Library Room 222 at 1:20pm for the Mandatory Research and APA writing Session Review and Discuss Chapters 3,4 and 5 in the library	Read Chapters 6, 7 and 8 Complete End of Chapter Questions and Weekly Journal Writing Work on Workforce Diversity Paper/Presentation
January 24, 2018	Review and Discuss Chapters 6,7 and 8 Paper One Presentations	Read Chapters 9,10, and 11 Complete End of Chapter Question and Weekly Journal Writing Work on Workforce Diversity Paper/Presentation
January 31, 2018	Review and Discuss Chapters 9,10 and 11 Paper One Presentations	Read Chapters 12, 13 and 14 Complete End of Chapter Questions and Weekly Journal Writing Work on Workforce Diversity Paper/Presentation
February 7, 2018	Review and Discuss Chapters 12, 13, and 14 Paper One Presentations	Read Chapters 15 and 16 Complete End of Chapter Questions and Weekly Journal Writing Work on Workforce Diversity Paper/Presentation
February 14, 2018	Review and Discuss Chapters 15 and 16 Paper One Presentations EXAM REVIEW	Read Chapters 13 and 14 Complete End of Chapter Questions and Weekly Journal Writing Work on Workforce Diversity Paper/Presentation
February 17th-25th 2018	OU WINTER BREAK – NO CLASS	Work on Workforce Diversity Paper/Presentation and Weekly Journal Writing and watch the assigned movie and write your movie review in your journal
February 28, 2018	Discuss Movie Review Chapters 13 and 14 EXAM	Complete End of Chapter Questions and Weekly Journal Writing Work on Workforce Diversity Paper/Presentation Movie Review Due
March 7, 2018	Group Meetings-OU Kresge Library – No Class	Work on Workforce Diversity Paper/Presentation and Weekly Journal Writing
March 14, 2018	Workforce Diversity Presentations	Working on Workforce Diversity Paper/Presentation and Weekly Journal Writing
March 21, 2018	Workforce Diversity Presentations	Work on Workforce Diversity Paper/Presentation and Weekly Journal Writing
March 24, 2018	DIVERSE VOICES	Write a 3-page double spaced paper on what you

Saturday	CONFERENCE VARNER RECITAL HALL 10AM – 1PM –FREE TO ATTEND	learned from the Diverse Voices Conference. More information about this conference forthcoming The paper is due on March 28 th in class. The point value of this paper is 10 points.
March 28, 2018	Workforce Diversity Presentations Discussion on what you learned from the Diverse Voices Conference	Work on Workforce Diversity Paper/Presentation and Weekly Journal Writing Diverse Voices Conference paper due
April 4, 2018	Workforce Diversity Learning Journals Due All group papers returned	<i>Oral Class Reflection Assignment: Write a paragraph or two this week to share with the class next week on what you learned in this class on April 11, 2018. Each student will read their 2-minute oral reflection to the class.</i>
April 11, 2018	All Paper Returned and Final Class Oral Reflection [2 minutes] Each Student	<i>All students will share their written oral class reflection with the class</i>

Inclement weather

All Oakland University School closure information is available by calling the school closing hotline 248-370-2000. **Please check your OU email for any class cancelations unless the university is officially closed.**

Academic conduct policy (online catalog)

“All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one’s work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:

1. Cheating on examinations. This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else’s paper, helping someone else copy work, substituting another’s work as one’s own, theft of exam copies, or other forms of misconduct on exams.
2. Plagiarizing the work of others. Plagiarism is using someone else’s work or ideas without giving that person credit; by doing this student are, in effect, claiming credit for someone else’s thinking. Whether students have read or heard the information used, they must document the source of information. When dealing with written sources, a clear distinction should be made between quotations (which reproduce information from the source word-for-word within quotation marks) and paraphrases (which digest the source of information and produce it in the student’s own words). Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person’s work, the ideas are still the other person’s, and failure to give credit constitutes misrepresentation of the student’s actual work and plagiarism of another’s ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one’s own work is plagiarism.
3. Cheating on journals by falsifying data or submitting data not based on the student’s own work.
4. Falsifying records or providing misinformation regarding one’s credentials.
5. Unauthorized collaboration on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one’s own.

Instructors are expected to maintain the following standards in the context of academic conduct:

1. To inform and instruct students about the procedures and standards of research and documentation required to complete work in a particular course or in the context of a particular discipline.
2. To take practical steps to prevent and detect cheating.
3. To report suspected academic misconduct to the Assistant Dean of Students (144 Oakland Center) for consideration by the Academic Conduct Committee of the University Senate.
4. To present evidence of plagiarism, cheating on exams or lab reports, falsification of records or other forms of academic conduct before the Academic Conduct Committee.

Students are expected to maintain the following standards in the context of academic conduct:

1. To be aware of and practice the standards of honest scholarship.
2. To follow faculty instructions regarding exams and assignments to avoid inadvertent misrepresentation of work.
3. To be certain that special rules regarding documentation of term papers, examination procedures, use of computer-based information and programs, etc., are clearly understood.
4. To avoid the appearance of cheating.

If students believe that practices by the instructor are conducive to cheating, they may convey this message to the instructor, to the chairperson of the department, or to any member of the student/faculty Academic Conduct Committee (either directly or through the Office of the Dean of Students).

If academic misconduct is determined by the Academic Conduct Committee, the committee assesses penalties ranging from disciplinary reprimand, to probation, to suspension or expulsion (dismissal) from the university. Additionally, withdraw grades may be changed to the appropriate numerical grade. All confidential conduct records are maintained in the Office of the Dean of the Students.”

(http://catalog.oakland.edu/content.php?catoid=11&navoid=483#Other_Academic_Policies)

REMINDER: Late assignments will receive an automatic 5-point deduction before grading. No extra credit will be given.

Helpful Tips to be Successful in HRD 3530

- Read all assigned work before the class and be prepared to join the class discussions as they are related to the assigned readings.
- Plan out your schedule and read all due dates. All late assignments, regardless of the reason, will receive 5 points off automatically.
- Take notes in class.
- If you have any questions about class assignments, please email your professor asap.
- If you are absent – you do not need to contact me or bring in a doctor’s note. If you are not in class – you are absent!

Some interesting articles

“From 1980 to 2020, the white working-age population is projected to decline from 82% to 63%. During the same period, the minority portion of the workforce is projected to double (from 18% to 37%), and the Hispanic/Latino portion is projected to almost triple (from 6% to 17%). This demographic shift can be traced to two primary causes: larger numbers of younger Americans (ages 0 to 44) are ethnic minorities, and increasing numbers of white workers are reaching retirement age.” Retrieved from

http://www.highereducation.org/reports/pa_decline/decline-f1.shtml

“In addition to creating a workplace inclusive of race, gender, and sexual orientation (to name a few), many organizations are seeking value in something even simpler, [diversity of thought](#). In some industries that are known for being insular – think law or high-tech companies – seeking out talent with different thinking and problem solving backgrounds in critical.” Retrieved from <http://www.forbes.com/sites/work-in-progress/2015/02/03/20768/>

Course Grading Scale percentages

99-100=4.0

97-98=3.9

95-96=3.8

93-94=3.7

91-92=3.6

89-90=3.5

87-88=3.4

85-86=3.3

83-84=3.2

81-82=3.1

79-80=3.0

77-78=2.9

75-76=2.8

73-74=2.8

71-72=2.6

69-70=2.5

67-68=2.4

65-66=2.3

63-64=2.2

56-62=2.0

45-55 = 1.0

44 – Below = Fail