

Oakland University
School of Education and Human Services

HRD 3530 Cultural Diversity in the Workplace

Course Syllabus Winter 2018

Course Meeting Days and Times:

Wednesday 6:30pm – 9:50pm

Course Location:

Macomb University Center-Building 2-Room 112

Dr. Caryn Reed-Hendon

Email Address: cyreedhe@oakland.edu

Course Credit Hours: 4

Section Number: 11604-U02

Office hours: Wednesday after class (or by appointment – please email me to make an appointment to meet).

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. To explore contemporary organizational strategies for managing work

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 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 2- 3 double-spaced pages each week on what you learned from the assignments readings, class discussions, presentation, the Diverse Voices Conference and films. **Your typed journal** should be organized by date [example, January 3, 2018.] Your typed journal will be due on April 11, 2018.*

Two Exams 30 points total (15 points each exam)

*There will be two exams given in this class. **No make-up exams will be provided.** Exams will cover both the information highlighted during class and any information in the chapters' text. **The exams will be administered in class on these days January 31, 2018 [exam one] and March 14, 2018 [exam two].** These exams will consist of true and false questions and short essay questions. Your weekly journal notes will serve as a study guide for these exams along with an exam review given by the instructor before each exam.*

Note: cheating on exams will be reported to the Dean of Students Office as an academic misconduct.

Workforce Diversity Project Paper and Five Minute Power Point Presentation 20 points

*Each student in this class will be required to write a paper on a popular organization's workplace diversity initiative. Students will select an organization that they would like to research from a list the instructor has. Each paper will introduce their organization's history, location, product and services and highlight five of their diversity initiatives [such as diversity training at all levels of the organization, employee resource groups, supplier diversity, and so on]. No two individuals can present on the same organization. **The individual paper will be written according to the APA guidelines [which included a running head, cover page, abstract, six content pages and one reference page = nine 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 papers should be a minimum of nine pages long and your [15-20 minute] Power Point presentation should include a maximum of six 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, April 4th, 11th.*****

Movie Review – The Intern [2015] 10 points

Watch the movie *The Intern* outside of class and write a three-page double spaced paper on what you learned about intergenerational diversity in the workplace from this movie as well as from the chapter on intergenerational diversity in workplace [chapter 10]. This assignment will be due on February 28, 2018. *The Intern* is a 2015 American comedy film directed, written and produced by Nancy Meyers. The film stars Robert De Niro, Anne Hathaway and Rene Russo. You can find this film on You Tube, iTunes, and Google Play Movies.

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 paper is due March 28th in class. More details about this conference are forthcoming.

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 11, 2018 to share with the class on what you learned in this class on April 25, 2018. Each student will read their 2 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 and 2 Complete End of Chapter Questions and Weekly Journal Writing
January 10, 2018	Review and Discuss Chapters 1 and 2	Read Chapters 3 and 4 Complete End of Chapter Questions and Weekly Journal Writing. Work on Workforce Diversity Paper/Presentation
January 17, 2018	Review and Discuss Chapters 3 and 4	Read Chapters 5 and 6 Complete End of Chapter Questions and Weekly Journal Writing Work on Workforce Diversity Paper/Presentation
January 24, 2018	Review and Discuss Chapters 5 and 6 – Exam One Review	Read Chapters 7 and 8 Study for Exam 1 Complete End of Chapter Question and Weekly Journal Writing Work on Workforce Diversity Paper/Presentation
January 31, 2018	Exam 1 – Chapters 1 – 6 Review and Discuss Chapters 7 and 8	Read Chapters 9 and 10 Complete End of Chapter Questions and Weekly Journal Writing Work on Workforce Diversity Paper/Presentation
February 7, 2018	Exam 1 Returned Review and Discuss Chapters 9 and 10	Read Chapters 11 and 12 Complete End of Chapter Questions and Weekly Journal Writing Work on Workforce Diversity Paper/Presentation

February 14, 2018	Review and Discuss Chapters 11 and 12	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 movie the INTERN and write your movie review
February 28, 2018	Review and Discuss Chapters 13 and 14	Read Chapters 15 and 16 Complete End of Chapter Questions and Weekly Journal Writing Work on Workforce Diversity Paper/Presentation Movie Review Due
March 7, 2018	Review and Discuss Chapters 15 and 16 Exam 2 Review	Study for Exam 2 Work on Workforce Diversity Paper/Presentation and Weekly Journal Writing
March 14, 2018	Exam 2 – Chapters 7 – 16 Assigned Workforce Diversity Papers and Presentations	Working on Workforce Diversity Paper/Presentation and Weekly Journal Writing
March 21, 2018	Exam 2 Returned Assigned Workforce Diversity Papers and Presentations	Work on Workforce Diversity Paper/Presentation and Weekly Journal Writing
March 24, 2018 Saturday	DIVERSE VOICES CONFERENCE VARNER RECITAL HALL 10AM – 1PM –FREE TO ATTEND	Write a 3-page double spaced paper on what you 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	Assigned Workforce Diversity Papers and 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	Assigned Workforce Diversity Papers and Presentations	Work on Workforce Diversity Paper/Presentation and Weekly Journal Writing
April 11, 2018	Assigned Workforce Diversity Papers and Presentations	Workforce Diversity Learning Journals Due <i>Oral Class Reflection: Write a paragraph or two this week to share with the class this week on what you learned in this class on April 25, 2018. Each student will read their 2-minute oral reflection to the class.</i>
April 18, 2018	OU Study Day – No Class	
April 25, 2018 Last Class	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](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.

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