

## EDU 2248: Managing Cultural Diversity

Notre Dame de Namur University  
Dr. Bobby Vaughn  
Spring II 2010  
Room: TBA  
6:00-10:15pm

Office Hours: TBA and by appointment

Office Location: Ralston Hall 302A  
650-508-3785  
[bvaughn@ndnu.edu](mailto:bvaughn@ndnu.edu)



### Syllabus

This course considers the specific issues concerned with managing a diverse workforce and clientele. Ethnicity, class, religious beliefs, age, gender, sexual orientation, and learning or physical disabilities will be considered, with a focus on racial/cultural issues.

#### **Course Learning Objectives**

Upon the successful completion of this course, you should be able to demonstrate the following objectives:

- Increase your self-awareness in terms of your personal perspectives about diversity issues
- Sharpen your basic academic skills, including listening, reading, writing, and speaking
- Develop a practical working definition of diversity that can inform your efforts to create healthy workplace communities
- Understand impediments to achieving diversity
- Identify discrimination in the workplace
- Articulate an understanding of anti-racist approaches to social change

- Better understand the “business case” for managing diversity – why managers should care about and devote resources to cultivating and managing diversity in their organizations
- Develop an increased sense of your own discretionary power as a person and as a manager to deal effectively and constructively with the opportunities and challenges of diversity to gain strategic/competitive advantage

**Group Agreements/Ground Rules for Constructive Discussion** (adapted from L. Susan Williams, Kansas State University)

In order to proceed with a constructive and respectful engagement with topics that might be uncomfortable or personally challenging for some, the following ground rules will guide the way we communicate in class or on message boards.

1. Acknowledge that racism/sexism/ethnocentrism/class bias exist (though we may disagree about the extent or particular details).
2. Acknowledge that one of the implications of the existence of these biases is that we have been systematically taught misinformation about our own group and especially about members of devalued or marginalized groups. This is true for both dominant and minority group members.
3. Emphasize that the goal of discussing group differences is to understand the social nature of these differences, not to blame behavior or characteristics on the groups or individual group members.
4. Victims are not to be blamed for their own oppression. Individual members of dominant groups are not necessarily to be blamed for the oppression of minority groups.
5. We will share information about our groups with other members of the class, and we will never demean, devalue, or in any way put down people for their experiences.
6. We will assume that in discussing diversity, all of us in this class are generally doing the best we can.

**Required Texts**

Harvey, Carol P., and M. June Allard  
 2009 Understanding and managing diversity : readings, cases, and exercises.  
 Upper Saddle River, N.J.: Pearson Prentice Hall, 4<sup>th</sup> edition, ISBN:  
 9780132069106  
 Thiederman, Sondra B.

2008 Making diversity work : 7 steps for defeating bias in the workplace. New York: Kaplan Pub., revised edition, ISBN: 9781427797131

## **Grading**

Final Exam	20%
Term Paper	30%
Term Paper Proposal and Bibliography	10%
Diversity Audit	20%
Diversity Audit Presentation	5%
Participation	10%
Misc assignments	5%
	<hr/>
	100%

## **COURSE REQUIREMENTS:**

### **Final Exam**

There will be one exam. This will be a take-home essay exam that will be submitted electronically. More information and a study guide will be provided at the appropriate time.

### **Term Paper**

Each student will prepare a 10-12 page final research paper. The paper will be due no later than the last day of class. Additional information about the paper will be forthcoming. In order to ensure the completion of a quality paper, a short proposal and annotated bibliography will be due *in class* on April 8.

### **Attendance and Participation**

Each student is required to participate in discussions, offer relevant input and attend the entirety of all class sessions. Your attendance is very important to your studies at the University. Non-attendance or lack of participation in the class will be considered during the grading process. Two missed classes (or major portions of those classes) will yield an automatic "F" for the course.

### **Diversity Audit**

This is an exercise that is designed to provide a capstone learning experience for students that will enable you to see how the theory and cases discussed during the semester apply in the real world. I will provide you with additional material to describe the assignment. You will select an organization *that will work with you*, and that

organization must be identified in writing to the instructor. The result of your research will be presented in class.

### **Miscellaneous Assignments**

There may be occasional in-class pop quizzes throughout the term as well as other in-class group assignments or “homework” assignments dealing with various case studies that will be provided.

### **Plagiarism Policy**

What is plagiarism? Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. Examples of plagiarism include the taking of any portion of a document, article, or book and representing it as one’s own work. Plagiarism includes using unpublished work as well as published sources; using another’s term paper; handing in work that was taken from a paper purchased from an individual or agency, including internet services.

Violations of the University’s plagiarism policy will be reported.

If you are unclear about how to cite and use the writings of others, please talk to me about it BEFORE I bring possible violations to your attention. Also, consult your Student Handbook for additional information on academic integrity.

### **Americans With Disabilities Act:**

If the student’s disabilities fall within ADA, please inform the professor at the beginning of the course of any special needs or equipment necessary to accomplish the requirements for this course, and present the completed Student Academic Accommodation Request (SAAR) form. Any student seeking accommodations for disabilities must first obtain a written and completed evaluation SAARs form from the University’s Program for Academic Support and Services for each course. This form is to be presented at the beginning of the course to the professor. Contact PASS office at [pass@ndnu.edu](mailto:pass@ndnu.edu) or (650) 508-3778 (<http://www.ndnu.edu/academics/acad-success-center/tutorial-center/pass.aspx>)

### **NDNU Email**

In support of university policy which seeks to strengthen our cyber community, I will only use NDNU email for class-related communication (no yahoo, hotmail, etc.). Every NDNU student has an email account. If you do not know how to access it, ask me how and I will help you. Alternatively, follow instructions here:

<http://www.ndnu.edu/about-us/oit/std.email.aspx>

Course Calendar of Assignments and Readings  
(Updates and changes will be on Campus Portal)

Date	Topics	Readings	Deadlines
Th Mar 18	Individual Perspectives on Diversity; What is Diversity?	Harvey, 1-14 and 19-44	
Th Mar 25	Social Group Experiences with Diversity	Harvey, 45-89 Thiederman*, Ch 4, 5	
Th Apr 1	“ “ “ “ “	Harvey, 92-119 Thiederman, 6, 7	
Th Apr 8	Gender and Social Class	Harvey, 120-157 Thiederman 8, 9	Term Paper Proposal Due
Th Apr 15	Social Class, Age, and Religion	Harvey, 158-202 Thiederman Ch 10	
Th Apr 22	Sexual Orientation, Legal Issues	Harvey, 206-235 and Harvey, 242-270 Thiederman Ch 13	Diversity Audit Presentations
Th Apr 29	Case Studies	Harvey, 297-328	Term Paper Due

\*Note: Chapters assigned in Thiederman need not be read as closely as Harvey reading; skim for key concepts.

May 4, 5:00pm: Deadline for take-home exam

