

NOTRE DAME DE NAMUR UNIVERSITY
HSP2248-08: Managing Cultural Diversity – Syllabus
Fall 2017– Term 1
Wednesday: 6: 00 PM – 10:15 PM

Instructor:	Dr. Tish Davis-Wick
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Course Description:

Theoretical and practical approaches to the complexities of issues of diversity will be examined by reviewing typical values, habits, interactions and concerns of different cultural groups in the workplace. Students will identify and practice strategies to overcome barriers and conflict in the workplace.

Human Services Program Learning Outcomes

1. Students will develop the ability to understand and demonstrate adherence to **ethical principles**
2. Students will demonstrate analytical, problem solving, and **project management** skills
3. Students will develop critical thinking abilities and a foundation of ethical understanding that will allow them to **serve people of diverse** ethnic, cultural, and gender **backgrounds**
4. Students will demonstrate a love of the pursuit of continuous learning and an ability to **inspire others** with that love
5. Students will be able to **communicate effectively**, in writing and orally, and will be able to do so with clarity, correctness and conviction.

Planned Learning Objectives

The course will contain numerous in-class discussions, assignments and self-assessment activities. Our learning objectives will be:

1. To promote self awareness regarding one's cultural preferences and prejudices (PLO 1 and 3)
2. To understand what constitutes diversity (PLO 3)
3. To clarify our belief systems, our socialization and discrimination experiences (PLO 1 and 3)
4. To discover the management work style that each student currently practices (PLO 2,4, and 5)
5. To learn how to practice a management style that draws out the benefits of a diverse work force (1,2,3,4, and 5)

First Night's Assignment (Introductory Paper)

Write a 1-2 page paper when about when you realized that you were "different" from other people. What did it feel like? What did being "different" mean to you? If you tried to bridge the gap of being different from others, what did you do to make connections? Did you ever talk to others about different? Did that make a difference? How did you resolve the fact that you were "different"?

Required Texts:

1. *Understanding and Managing Diversity*, Fifth Edition. Readings Cases, and Exercises. Carol P. Harvey and M. June Allard. ISBN-13:978-0-13-255311-7.

Instructor Information:

Tish Davis-Wick has worked and taught in academic institutions and in non-profit, public, and private sector organizations for over thirty (30) years. Her areas of deepest interest lie in human relationships and interactions that significantly affect the lives and businesses of working adults. As such, she has worked with groups and individuals in a myriad of settings, teaching courses such as managing cultural and human diversity, human services, conflict management, leading organizational change, business strategy development, women in business, communication and stress management. She has worked and traveled throughout the world focusing primarily in the Pacific Rim – Korea, Japan, Okinawa, Indonesia and the Philippines. During that time, her focus was on helping U.S. Military employees understand and manage the cultural diversity facing them while stationed in a foreign country. She was also involved in and committed to the first “bussing” integration intervention in the Texas Public Schools, moving Caucasian, African American and Latino students into mixed “home schools”, while she worked as a teacher and program administrator. Tish has owned her own business for the last 23 years, consulting in organizational and employee development, executive coaching and client services. She has a Bachelor’s in Classical Languages from Texas Technological University, a Masters in Consulting Education from the University of Southern California and a Doctorate in Education and Business Administration also from the University of Southern California.

Course Format and Attendance Requirements:

The course will include lectures, small and large group discussions, class activities, participant feedback, written papers, presentations and self-reflection.

The Intensive courses are 4 hours and 15 minutes each session, from 6:00 PM – 10:15 PM. They are designed to meet the minimum attendance requirements. Our adherence to this requirement helps us maintain our program accreditation. Therefore, the intensive program requires a stringent absence policy. A student who misses more than one class or its equivalent must withdraw from the course. Prompt arrival is expected and if you miss a class or you expect to be late, you must let the instructor know as soon as possible. Even one absence can significantly impact course success and points will be deducted from the grade for late arrivals.

Format for Writing Papers:

All papers must follow the APA style. This style uses parenthetical reference citations within the text of the paper and a list of references at the end of the paper. They must be typed with a size 12-point font, double-spaced. Please do not use a cover sheet. In the upper right hand corner of the first page, type your name, assignment identification, course number and date.

Paragraphs are to be indented with a tab or by indenting 5 spaces (not less or more). Do not add additional space between paragraphs. Please review your grammar and punctuation throughout your paper. Points **will** be deducted by for not following these instructions. If you need help with your writing or need more information about writing in the APA format style, please make an appointment at the NDNU Writing Center. You can also visit the APA style webpage at <http://www.apastyle.org/previoustips.html>.

Grading for Papers:

All assignments will be evaluated using the following criteria:

- The student demonstrates a solid comprehension of the concepts described in the texts and discussed in class, as well as, integrates those concepts with her or his own ideas and experiences.

- The writing documents should have the appropriate sources, which integrates source material smoothly into the paper, and maintains the writer's critical voice, rather than being overpowered by source material.
- The paper has a central point that is sustained and developed throughout the paper.
- The paper has a logical, clear organization and transitions between sections which help the reader follow the writer's logic.
- **Grammar and spelling do count. Please proof read your papers carefully. Points will be deducted for poor grammar and misspellings.**

Grading Criteria for Presentations:

PowerPoint Presentations are designed to help you develop your analytical and presentation skills. Each student will be graded individually. The grading criteria for the presentation will include:

- Organization of material presented and use of time.
- Logical thought process, in-depth analysis and persuasiveness.
- Vocal variety – volume, inflection, enunciation and rhythm.
- Eye contact – class involvement and interaction.
- Using gestures – body language, movement, posture, appropriate use of hands.
- Use of audio-visual aids.

Due Dates:

All work is due on time. Students are responsible for any changes in assignments or due dates which are announced in class. *No late* assignments will be accepted.

Program for Academic Success and Services – PASS:

The Program for Academic Success and Services (PASS) is dedicated to improving the educational development of students with documented disabilities and to enhancing understanding and support within the campus community. Notre Dame de Namur University's PASS as required under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. For more information contact the PASS office at pass@ndnu.edu or call 650-508-3778.

Students with Disabilities:

Students who have differences that might influence their performance in this class are encouraged to talk with one of the instructors about your needs during the first class. We will work out how best to accommodate your needs.

Make-ups and Incompletes:

No make-up assignments are given. Incompletes are very rare, and are only granted in special circumstances when you are unable to *complete* a course. If you feel that you have a very special circumstance, you may write a letter describing that to the Dean and myself. If the Dean and I agree that it was for a *valid* reason, you will get an incomplete "I" grade.

Consultation:

Students are welcome to meet with me before class hours or to schedule an appointment. If you are having difficulties with either the assignment or other aspects of the course, it is important that we talk soon. I am here to help you achieve both the course goals and your individual academic goals and outcomes.

Course Assignments & Grading Criteria

The course grade will be based on the following approximate distribution (totaling 100%)

Introductory Paper	10%
First Paper/Presentation (Generations)	10%
Second Paper/Presentation (Country)	10%
Third Paper/Presentation (Equity)	10%
Group Project/Presentation	15%
Individual Paper (based on group project)	10%
Final Project Paper	15%
Homework (exercises, articles)	10%
Participation	10%
Total	100%

Paper Assignments:

The first "formal" assignment will be made **during** the first day of class; instructions about topics for additional assignments will follow. Grading criterion and writing expectations are enumerated above.

Group Project:

Students will form a small group (approximately 2 – 3 people) to research a topic related to Managing Cultural Diversity. The topic needs the pre-approval of the instructor and should be on a topic that is of interest to you. Presentation skills are described above and presentations (with each group member participating) should be approximately 30 minutes long with time for questions at the end of the 30-minute presentation. The group project will be assessed by the quality of the content, the presentation itself and the demonstrated ability of the team to work with others in order to achieve group goals. *(15% of course grade.)*

- *Possible topics:* E-mail protocols for international organizations, assessment of training or other preparation programs for US employees going to work abroad, equity versus the argument for workplace flexibility, many, many others...

Paper based on Group Project:

Based on the Group Project, this paper will be an individual report on the same subject from your unique point of view. It should be approximately 5 pages in length. *(10% of course grade.)*

Final Project:

Each student will select one person to interview who immigrated to this country as an adult. The person selected cannot be another student in the class, a subordinate employee or the student's supervisor. The student will have a conversation with this individual, seeking information about the challenges confronted through the immigration process, what it was like and how they accomplished all that was needed. In the paper, the student will include a description of all aspects of that

experience, from logistical confusion encountered, to cultural misunderstandings, to difficulties and barriers. The paper should follow the guidelines outlined above and should be approximately 15 pages long. (15% of course grade.)

Final Project Presentation:

In addition to the written paper, each student will present the results of their work in a formal class presentation, approximately 10 minutes in length, with time for questions at the end of the 10-minute presentation. See grading guidelines described above. (10% of course grade.)

Homework:

Homework will be assigned on a weekly basis. In addition to assignments given in class, students will be responsible each week to submit an article that pertains to cultural topic(s) of the day. It may be from newspapers, magazines, or the Internet and should include a first sheet that explains the relevance of the article and why it is of interest to you, as well as a copy of the article; also, be prepared to discuss the article with the class. Alternatively, you may present a "case study," a description of a problem or issue related to the topic that you (or someone you know) may have encountered in the workplace. (10% of course grade.)

Participation:

This class will be highly interactive, and will depend on your participation as an active listener and speaker, which involves:

- Careful listening and building on others' questions and comments;
- Comments or questions informed by careful reading of the texts and associated materials;
- Connections made among readings, prior discussions and activities;
- Efforts to foster participation and learning of other class members;
- Questions and comments that promote understanding of and respect for different perspectives.

Tentative Schedule (any changes in assignments will be announced in class)

Week	Topic	Reading Assignment Due	Written /Presentation Assignment Due
August 30	<ul style="list-style-type: none"> • Introduction and course overview – Syllabus • APA Style Questions • Discussion: What is Diversity? • Introductory Exercises • Form groups for Group Generation Project and Paper (#1) and Plan 	None	Introductory Paper
Sept 6	<ul style="list-style-type: none"> • What is Diversity? Individual, Social, International, Self-Awareness. • Generation Group Presentations: (#1) <ul style="list-style-type: none"> ~ Veterans ~ Boomers 	<ul style="list-style-type: none"> • Pages 1- 59 in text 	<ul style="list-style-type: none"> • Generation Individual Paper #1 • Generation Group Presentation #1 • Name and

	<ul style="list-style-type: none"> ~ Gen X ~ Millennials • Group Work—Worksheets A & B and Discussion • Select Country to Research for Individual Paper and Presentation (#2) • Form Groups for Group Project and Paper (for week 5) 		<ul style="list-style-type: none"> phone number of biography subject for final paper and presentation • Topical Article
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Tentative Schedule (continued) (any changes in assignments will be announced in class)

Week	Topic	Reading Assignment Due	Written /Presentation Assignment Due
Sept 13	<ul style="list-style-type: none"> • Negotiations and Culture, Understanding and Communication • Individual Country Presentations #2 • Assign Individual Paper #3 (Equity) 	<ul style="list-style-type: none"> • Pages 60–130 in text 	<ul style="list-style-type: none"> • Country Paper and Presentation #2 • Topical Article • Implicit Association Test (page 8) and be prepared to discuss. <p>One-paragraph description of our group project due.</p>
Sept 20	<ul style="list-style-type: none"> • Women and Work. Team Building • Country Presentations #2 (continued) • Individual Equity Presentations #3 	<ul style="list-style-type: none"> • Pages 131–195 in text 	<ul style="list-style-type: none"> • Equity Individual Paper and Presentation #3 • Topical Article
Sept 27	<ul style="list-style-type: none"> • Social Class Issues, Managing Conflict • Equity Individual Presentations (#3) 	<ul style="list-style-type: none"> • Pages 155–250 in text 	<ul style="list-style-type: none"> • Individual Group Project Paper • Group Project

	(continued) <ul style="list-style-type: none"> • Group Project Presentations (#4) • Check in on interviewees for final project 		Presentations #4 <ul style="list-style-type: none"> • Topical Article
Oct 4	<ul style="list-style-type: none"> • Organizational Implications, Leadership • Group Project Presentation #4 (continued) • Managing Diversity <ul style="list-style-type: none"> ~ Current Management Style ~ Shaping your style for a diverse workforce 	<ul style="list-style-type: none"> • Pages 251 - 384 	<ul style="list-style-type: none"> • Topical Article

Oct 11	<ul style="list-style-type: none"> • Group Project Presentations #4 (continued) • Individual Informal Briefings to group on individual interviews for Final Paper <ul style="list-style-type: none"> ~ Group Discussion 		Final Paper
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