**COURSE TITLE:** HSP 2248-09 Managing Cultural Diversity

**DESCRIPTION:** Theoretical and practical approached 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 identity and practice strategies to overcome barriers and conflict in the workplace.

**PREREQUISITES:** None.

**SEMESTER:** Spring, 2014, Term II

**COURSE START:** Tuesday, March 11, 2014

**CLASS HOURS:** 6:00-10:15 p.m.


**INSTRUCTOR:** Dr. Therese Madden

**EMAIL:** tmadden@ndnu.edu (best way to reach me)

**OFFICE HOURS:** 30 minutes prior to the start of each class or by prearranged appointment.

**INSTRUCTOR BACKGROUND:** I have been teaching at NDNU since 2008; before that, I worked for nearly two decades in Human Resources Management with positions in the private, non-profit, and public sectors. My Master’s Degree is in Human Resources Management (from Golden Gate University) and I received a Doctorate in Leadership and Organization from the University of San Francisco, where I wrote my doctoral dissertation on meaning and work.

**ACADEMIC HONESTY:** Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or
visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work.

PRIVACY and CONFIDENTIALITY: One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

LEARNING and OTHER DISABILITIES: If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Program for Academic Support and Services (PASS) to arrange for possible accommodations (650-508-3670).

SYLLABUS UPDATES: Refer to this syllabus for course assignments. However the course syllabus and schedule are subject to change in the event of extenuating circumstances. Your will be notified of any changes made to the syllabus. In all circumstances University policies will be strictly adhered to.

CLASS ATTENDANCE: 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. Intensive classes require a stringent absence policy since even once absence may significantly affect achievement of course learning objectives. With only 28 class contact hours as opposed to the traditional 45 contact hours, all class time is critical. A student who misses more than one class period or the equivalent (four accumulated hours) must withdraw from the class and will be assigned a failing grade for the course unless officially dropping the class. It is the student’s responsibility to initiate the drop or withdrawal. There are no exceptions.

WORKLOAD: In addition to class attendance, every Intensive class at NDNU includes assignments estimated to take approximately three (or more) hours per week per unit outside of class (14 hours). The distribution of average weekly hours of instruction/study for this class will follow that norm, equaling a total of 18 hours a week, generally in accordance with the following:

<table>
<thead>
<tr>
<th>Average Weekly Hours of Instruction/Study for this class = Total of 18 per week</th>
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<tbody>
<tr>
<td>Class Contact Hours:</td>
</tr>
<tr>
<td>Text Readings and Note Taking</td>
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<tr>
<td>Research and Writing Assignments</td>
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<tr>
<td>Term Projects Research</td>
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TOTAL NUMBER OF HOURS PER COURSE 126
WRITTEN ASSIGNMENTS: The School of Business and Management requires the use of the American Psychology Association (APA) publication guidelines as a standard for all papers. This style uses parenthetical reference citations within the text of the paper and a list of references at the end of the paper; both are required. Papers 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 five spaces (not less or more). Do not add additional space between paragraphs. Please review your grammar and punctuation throughout your paper. Points may be deducted for not following these instructions. If you need help with your writing or need more information about writing in the APA format, please make an appointment at the NDNU Writing Center. You can also visit the APA Style webpage at 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 and integrates these concepts with his or her own ideas and experiences.
- The written documents are appropriately sourced, integrating source material smoothly into the paper while maintaining 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 help the reader follow the writer’s logic.
- Grammar and spelling do count. Please proofread your papers carefully. Points will be deducted for poor grammar and misspellings.

LATE HOMEWORK: Assignments are due on time. I prefer hard/paper copies of assignments, but will accept email by exception. Late assignments will incur a reduction of 10% of point value. This policy is not intended to be punitive, but to facilitate your success within an intensive schedule, which allows little room for putting off assignments.

PARTICIPATION: Both lecture and classroom activities (both in-class and online) are organized to maximize student involvement in the learning process. You will be evaluated on your comprehension of the material as well as your ability to discuss the relevancy (i.e., research pros and cons) of what was noteworthy in context of this class.
GRADING CRITERIA FOR PRESENTATIONS: Each student will be graded individually. The grading criteria for any presentation will include:

- Organization of material presented and use of time.
- Logical thought process, in-depth analysis, and persuasiveness.
- Vocal variety – volume, inflection, enunciation, rhythm, and enthusiasm.
- Eye contact – class involvement and interaction.
- Using gestures – body language, movement, posture.
- Use of audio/visual aids, including PowerPoint or similar equivalent, which is designed to help you develop analytical and presentation skills. Not that while having these aids is required, students should also be prepare to present without them in case of technology failure.

EXTRA CREDIT: None specified, though the opportunity to introduce it will be at the discretion of the instructor.

COURSE MATERIAL - Published Textbook Information
In accordance with the federal Higher Education Opportunity Act, to the extent practicable, NDNU makes textbook information available as part its class schedule. NDNU makes every effort to ensure the accuracy of the textbook information provided. Due to issues such as textbook availability, errors, and academic reasons, NDNU may need to change textbook information that has been published. NDNU cannot take financial responsibility when a student purchases a non-refundable textbook and a change occurs to published textbook information. Students wishing to avoid this risk should purchase textbooks from sources that allow returns for refunds, such as the NDNU Bookstore managed by Follett.

LEARNING OBJECTIVES:
This course will contain numerous discussions, assignments, and self-assessment activities, which will:

- Promote self-awareness regarding one's cultural preferences and prejudices;
- Expand individual understanding regarding our belief systems, our socialization, and discrimination experiences;
- Discover the management style that best suits the needs of a given work environment.
- Develop competencies toward embracing a leadership style that draws out the benefits of having a diverse workforce.
Course Syllabus

GRADE/POINT CONVERSION:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
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<tr>
<td>A</td>
<td>96-94</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-64</td>
</tr>
<tr>
<td>D-</td>
<td>63-60</td>
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<td>F</td>
<td>59 or &lt;</td>
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Course Assignments

First Paper/Presentation (Generations) 10
Second Paper/Presentation (Country) 10
Third Paper/Presentation (Equity) 10
Group Project 20
Individual Paper (Based on group project) 15
Biography Presentation 15
Biography Paper 15
Homework (exercises, articles) 5

Total 100%

PAPER ASSIGNMENTS: The first paper assignment is made on the first day of class; instructions about topics for additional assignments will follow. Grading criterion and writing expectations are enumerated above. (Three papers, each 10% of the grade.)

General guidelines follow, but students should appropriate each assignment according to their individual interests. If you have questions about the appropriateness of your approach to any particular topic, be sure to contact the instructor with a brief description. Students will also present each topic in class (informal, 5-10 minute presentations, PowerPoint and handouts optional).

Generations. Write a two to three page paper on the assigned/selected generation (assignments made first day of class). Begin with a description of the generation, based on your research (when were they born, what did they experience, what general characteristics are associated with this generation, etc.). Then, discuss the effect of their characteristics on their workplace interactions. Focus on whatever element of that generation most interests you as relevant to the workplace. Presentations may be individual or with the other person assigned the same generation.

Country. Each student will select a country from a list provided on the first class date. Write a three to four page paper about that country from the perspective of what a businessperson from the United States would need to know about interacting effectively in that particular international environment. Dress, business protocols, gender issues, religion, gifts, approach to time, and other such issues should be explored. The web site “executiveplanet.com” provides much information; supplement that with other resources as needed and in accordance with individual interests.
Equity and “The Mommy Wars.” There is much in contemporary literature (blogs, articles, research) about the debate over whether women should return to work after having children or stay home… and many options in between. As you research this, you will find many strong opinions! Write a three to four page paper in which you focus your research on the workplace implications of this debate. The paper may consider career issues, job flexibility issues, the role of fathers who are also part of the workforce, or other related topics. Balance your discussion with reflection/research about equity; that is, how making accommodations (or not) affects non parents/non mothers in the workplace, negatively or positively.

**BIOGRAPHY PROJECT:** Each student will select for interview one person 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 10-12 pages long. *(15% of course grade.)*

**BIOGRAPHY PROJECT PRESENTATION:** In addition to the written paper, each student will present the results of their work in a formal class presentation, approximately ten minutes in length, with time for questions at the end of the ten-minute presentation. See grading guidelines described above. *(15% of course grade.)*

**GROUP PROJECT:** Students will form a small group (approximately two to three 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 should be approximately 30 minutes long, with time for questions at the end of the 30 minute presentation. This assignment addresses the importance of working with others to achieve group goals. *(20% of course grade.)*

*Possible topics:* E-mail protocols for international organizations, assessment of training and 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, the paper will be an individual report on the same subject, approximately five pages in length. *(15% 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 the topic(s) of the day. It may be from newspapers, magazines, or the
Internet and should include a typed cover sheet that explains the relevance of the article and why it is of interest to you; in addition, be prepared to discuss it 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. *(5% of course grade.)*

### Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Assignment Due</th>
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| 1:   | Introduction and course overview  
Discussion: What is Diversity?  
Exercises | None | None |
APA Style Questions  
Generation Presentations  
Exercises/Discussion  
Form Groups for Group Project | Pgs 1-91 | Paper #1 Due:  
Generational Issues.  
Name and phone number of biography subject for final paper and presentation due.  
Topical Article Due |
| 3:   | Negotiations and Culture, Understanding and Communication  
Country Presentations: | Pgs 92-118 | Paper #2 Presentations  
Topical Article Due  
Due: Take Implicit Association Test (pg 8) and be prepared to discuss.  
One-paragraph description of your group project due. |
Paper #3: Equity versus the implications of “The Mommy Wars.” |
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Pages</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>5</td>
<td>Social Class Issues, Managing Conflict</td>
<td>Pgs 155-239</td>
<td>Paper #2 Presentations, Individual Project Paper Due (Based on group presentation)</td>
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<tr>
<td></td>
<td>Group Project Presentations</td>
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<tr>
<td>6</td>
<td>Organizational Implications, Leadership</td>
<td>Pgs 259-328</td>
<td>Topical Article Due, Homework Due: Media Messages, pages 242-252</td>
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<tr>
<td></td>
<td>Country Presentations</td>
<td></td>
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<tr>
<td>7</td>
<td>Biography Presentations</td>
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<td>Final Paper Due</td>
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<td></td>
<td>Potluck: Ethnic Dishes to share based on ethnicity of your biography subject</td>
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