

SYLLABUS**Spring 2019 – Term I****Wednesday: 6: 00 PM – 10:15 PM**

Instructor: Dr. Luis Reynoso
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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.

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;
2. To understand what constitutes diversity;
3. To clarify our belief systems, our socialization and discrimination experiences;
4. To discover the management work style that each student currently practices; and
5. To learn how to practice a management style that draws out the benefits of a diverse work force.

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:

Dr. Luis Reynoso is a local University Lecturer on Business and Workplace Ethics. He is also an elected School Board Member, assisting the management of Finances and Human Resources. He has consulted and instructed legal counsel and accounting personnel in the area of Corporate and Retail Lease Financials for international and domestic corporations. At this time his work focuses on global economic research for sustainable communities in development. He is sought after by community organizers and corporate business leaders to present on practical solutions to administrative and financial problems derived from theoretical business frameworks.

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.

Workload:

In addition to class attendance, every intensive class at NDNU includes assignments estimated to take approximately three hours per week, per unit, outside of class (12 hours). The distribution of average weekly hours on instruction/study for this class will follow that norm, equaling a total of 16 hours per week, generally in accordance with the following:

<u>Distribution of average weekly hours of instruction/study = Total of 16 per week</u>	
Class contact hours	4
Text readings and note-taking	4
Research and writing assignments	6
Term projects research	<u>2</u>
Total	16

Course Assignments & Grading Criteria

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

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)	15%
Final Project Paper	20%
Homework (exercises, articles)	10%
Participation	10%
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 (*Four papers, each 10% of the grade and one paper, 25% of the grade.*)

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 20-30 minutes long with time for questions at the end of the 20-30-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 7-10-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
1. Jan 9	<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	None
2. Jan 16	<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 ~ 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"> • Pages 1– 59 in text 	<ul style="list-style-type: none"> • Generation Individual Paper #1 • Generation Group Presentation #1 • Name and phone number of biography subject for final paper and presentation • Topical Article
3. Jan 23	<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
4. Jan 30	<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 <p>One-paragraph description of our group project due.</p>
5. Feb 6	<ul style="list-style-type: none"> • Social Class Issues, Managing Conflict • Equity Individual Presentations (#3) (continued) • Group Project Presentations (#4) • Check in on interviewees for final project 	<ul style="list-style-type: none"> • Pages 155–250 in text 	<ul style="list-style-type: none"> • Individual Group Project Paper • Group Project Presentations #4 • Topical Article
6. Feb 13	<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 	<ul style="list-style-type: none"> • Pages 251 – 384 	<ul style="list-style-type: none"> • Topical Article

Week	Topic	Reading Assignment Due	Written /Presentation Assignment Due
	~ Shaping your style for a diverse workforce		í
7. Feb 20	<ul style="list-style-type: none">• Group Project Presentations #4 (continued)• Individual Informal Briefings to group on individual interviews for Final Paper ~ Group Discussion		Final Paper