Managing Urban Diversity, UST 453/512, 3/4 Credits Hours

Thursdays, 6:00 - 8:50 pm
CSU Main Campus - Urban Affairs, Room 106

Instructor: Tameka L. Taylor, Ph.D., CDE, t.taylor1@csuohio.edu, 216-299-7335, advising by appointment, or before or after class.

Course Description: UST 453/512 Managing Urban Diversity
Study of diversity, including circumstances faced in urban settings that are exacerbated or affected by diversity factors; exploration of a range of social, political, and economic issues related to diversity.

Courses meeting the U.S. Diversity requirement must meet all of the following criteria:

1. Have a primary focus on the experience of human diversity in the United States among one or more of the following groups: Native-Americans, Hispanic-Americans, Asian-Americans, women, LGBTQ (Lesbian, Gay, Bisexual, Transgendered, and Questioning) persons, and persons with disabilities.

2. Explore the concept of diversity as a contemporary phenomenon (a historical approach is acceptable if it leads to an understanding of the contemporary situation).

3. Provide students with knowledge of how the respective discipline analyzes the experience of human diversity.

This is a General Education (Gen Ed) course with an emphasis in Critical Thinking and Group Work.

The course will address critical thinking in the following ways: 1) Requiring students to attain skills beyond lower-level knowledge, thereby requiring: a. higher-order thinking (analysis, synthesis, evaluation). 2) The recognition of the importance and usefulness of knowledge and skills gained in the course (e.g. recognize the ability to and importance of working with others to solve intellectual problems).

The course will address group work in the following ways: 1) Provide deliberate instruction in the skills (e.g. team building, work distribution, planning, etc.) associated with group work. 2) Structured so students are evaluated based both on their overall group work and their individual contribution to the group. (See page 2 of this syllabus for Individual/Group).

Students With Special Needs - "Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively." Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

Writing Assistance - If you need to focus your ideas, draft or revise papers or generally improve your writing, the CSU Writing Center is available to assist you in Main Classroom 321. Students should use the American Psychological Association (APA) format for citations and reference pages.
Please call 216-687-6981 to make an appointment or visit the website: http://www.csuohio.edu/writingcenter/.

**Plagiarism** - Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one's own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment. The penalties for plagiarism are found in full in the Student Handbook under Academic Regulations (Policy on Academic Misconduct) at http://www.csuohio.edu/studentlife/conduct/acadegres.html

**Course Requirements**

**Text:** Understanding and Managing Urban Diversity, Carol P. Harvey and M. June Allard, **Sixth Edition**, Pearson, Prentice Hall Publisher.

**Attendance:** Attendance is expected in class every week for the entire class or until the class is dismissed by each student. The break does not indicate a time for students to leave for the evening. Attendance is taken by me every class including after break. I understand that things come up so proper communication is your responsibility as the student. Points will be calculated as a part of your grade at the end of the semester. Children are not allowed. If an absence is essential, the student is responsible for any assignments made or due during his/her absence. In the event of an emergency, please contact the instructor.

**Class Participation:** This class is highly interactive and your success will depend on active participation in discussions, group work and class presentations while meeting assignment requirements and deadlines.

1. This is an instructor led class that meets from 6:00 - 8:50 Thursdays at the CSU main campus.
2. Assigned reading is to be completed before each class. Be prepared to discuss and analyze reading while incorporating individual thoughts, opinions and personal experiences.
3. Additional readings and articles may be distributed throughout the term. The syllabus is subject to change to include class speakers and availability of videos.

Bring syllabus, text and copies of the week's individual/group assignment to every class.

**Homework and written assignments:** Homework and assignments are always due on the assigned date and ready at the beginning of class. Please note - that all written assignments be printed and ready to be turned into the professor at the beginning of each class.

**Assignment Guidelines:** The syllabus is subject to change.

**Readings:** See above

**Individual and Group work** - this course requires both individual reading and writing homework, and out-of-class group discussion and group written homework. Group papers will be graded with all members receiving the same grade. Group members will have the opportunity to evaluate how well their group works together, as well as, each individual's contributions to the group's work.

**Papers, Sources** - written papers for individual and group assignments should incorporate information from readings and research, and your personal perspective. Group papers may rely more heavily on objective information and less on personal reflection, although including a summary of the group's discussion on topics will add an element of personal perspective.
Papers, format – APA format, double-spaced, and unless otherwise specified:

- Individual papers = 2-4 pages (undergraduate students); 5-6 pages (graduate/honors students)
- Group papers = at least 4 pages
- Mid-term individual paper = 5-6 pages (undergraduate students); 8-10 pages (graduate/honors students)
- Final group paper = 12-14 pages
- Title with your name or group member names, Week of assignment, Assignment Number and Date (Ex: Tameka L. Taylor, Week #1, Individual Paper #1, January 1, 2017)

Late Policy:
Late Papers are frowned upon. Students should have papers ready to turn in the beginning of class upon entering the classroom, on time, the day that it is due. However, understanding that things sometimes happen, I will accept papers late with a penalty up to midnight on the Saturday after the paper is due by email (t.taylor1@csuohio.edu) or fax (216-595-0518). Any questions or concerns regarding this please feel free to talk to me.

University Deadlines

- For the current semester, the deadline for dropping a course is January 27, 2017.
- The last day to withdraw from the course is March 31, 2017.
- The final examination week is May 6-12, 2017.

Grading:

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<tr>
<th>Activity:</th>
<th>Points:</th>
<th>Notes:</th>
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<tr>
<td>Discussion/Participation/</td>
<td>10 points</td>
<td>Expected in all classes</td>
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<td>Attendance</td>
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<tr>
<td>Writing - Individual</td>
<td>20 points (5 points each x 4 papers)</td>
<td>Graded based on content, grammar, spelling, APA format, etc.; Most of your own original writing is expected.</td>
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<tr>
<td>Writing – Group</td>
<td>20 points (10 points each x 2 papers)</td>
<td>Graded based on content, grammar, spelling, APA format, etc.; Most of your own original writing is expected.</td>
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<td>Mid-Term Individual Paper</td>
<td>20 points</td>
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<td>Final Group Project &amp;</td>
<td>25 points (15 points for paper, 10</td>
<td>Presentation graded for creativity and content; Most of your own original writing is expected.</td>
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<td>Group Evaluation</td>
<td>points for presentation)</td>
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<td>Individual overall</td>
<td>5 points (contribution, cooperation,</td>
<td>Individual contribution, cooperation, communication, follow through, etc.) to group work</td>
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<td>participation in group work</td>
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100 points

Note: All writing is graded on content, grammar, spelling, citation of sources, APA format, etc.

Extra Credit: Will be offered at various times throughout the semester.

Students are not eligible to earn an “A-” or above in the class without turning in a mid-term paper or participating in the Final Project.

Student Grading
CSU uses the following letter grades with pluses and minuses. In the Levin College the letter grades follow this numeric scale:

- A = 94-100%
- A- = 90-93
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79 (there is no C+ grade for graduate students; C = 70-79 for grad students)
C = 70-76 (for undergraduates, 70-79 for grad students)
D = 60-69 (there is no D for graduate students)
F = 59 and below for undergraduates, 69 and below for graduate students

Grades of "I"
I - Incomplete. The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

An "I" grade can be assigned by the instructor when all 3 of the following are met:
1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.

Group Ground Rules: When discussing content in class and in homework groups, let's use some ground rules so that everyone can feel heard, respected and safe. There will be times that we will not all agree with one another.

- Agree to disagree at times
- Be self-challenging and self-responsible
- Become aware of judgments
- Don’t avoid discussing difficult or sensitive issues (Deal with them courageously without lapsing into superficial politeness)—Be honest
- Give each other respect & appreciation
- Honor confidentiality
- Listen, listen, listen
- Participate
- Share the air
- Speak for yourself, use "I" statements
- Speak your thoughts and feelings
- Stay present, focus on learning
- Have fun!

Class Schedule, Reading and Assignments:
Key to format:
Week #: Date of Class
Topics: To be covered TONIGHT IN THIS class
Assigned Readings: To be completed by NEXT CLASS
Homework: Due at the beginning of the NEXT CLASS

Paper to be titled: Title with your name or group member names, Week of assignment, Assignment Number and Date (Ex: Tameka L. Taylor, Week #1, Individual Paper #1, January 1, 2017)

Week 1: January 19th
Topics: Introduction to Class
Introduction of Community Members
Syllabus Review
Ground Rules
Book Overview
Diversity in the News
Diversity Definitions

Assigned Readings: Preface, Introduction, Introduction to Section I, Chapters 1, 3, 4, 5
Homework: Bring to class: Completed I AM activity, page 25 
Bring to class: Completed Uncovering Stereotypes Exercise, pgs. 21-33

Week 2: January 26th
Topics:
Introduction to Section I
Diversity Today: Fact or Fiction
Body Ritual Among the Nacirema
I AM Exercise
Increasing Multicultural Understanding: Uncovering Stereotypes
Overview of Group Members and Assignments
EEO Overview
Respect/Disrespect/Platinum Rule

Assigned Readings: Chapters 6, 7, 8, 9, 10, 54 (pages 399 - 405)

Homework: Prepare to discuss Questions, pages 17 – 19, 37, 44
Watch the video "The Miniature Earth" at www.miniature-earth.com
Individual Paper #1: Complete all instructions (1 - 4) Option A (college campus) OR Option B (workplace), pages 45 - 46

Week 3: February 2nd
Topics:
Exploring Diversity in Your Organization
The Miniature Earth
The Emotional Connection of Distinguishing Differences and Conflict
Are You Privileged
White Privilege and Male Privilege
The Pitney Bowes Case: A Legacy of Diversity Management
Final Group Project/Presentation
Select Mid-term Topic

Assigned Readings: Introduction to Section II, Chapters 11, 12, 13

Homework: Prepare to discuss Questions, page 78
Video: Watch "A Tale of O" on YouTube
Individual Paper #2: Answer Questions, page 89 (#1-3) OR 93 (To be accessed from Library Electronic Reserve Code #6602)

Week 4: February 9th
Topics:
Introduction to Section II
Being an Only: A Field Assignment
Since We Elected an African American President Twice, Is Racism Still an Issue in American?
To Be Asian in America
Inventing Hispanics, A Diverse Minority Resists Being Labeled
Thriving in a Multicultural Classroom

Assigned Readings: Chapters 14, 15

Homework: Prepare to discuss Questions, page 94

Week 5: February 16th
Topics:
A World View of Cultural Diversity
Immigration Patterns: The Transition Process
The Coca-Cola Company: Then and Now

Assigned Readings: Introduction to Section III, Chapters 18, 19, 20, 22

Homework: Prepare to discuss pages154-155
Individual Paper #3: See Instructions on Privilege and Power Paper
on pages 8 of this syllabus

Week 6: February 23rd
Topics: Introduction to Section III
Exploring the Gender Gap: What are the Issues?
When Women Do Lead: Gender Bias 2013 Style
Is this Sexual Harassment?
The Paradox of Male Privilege

Assigned Readings: Chapters 30, 39
Homework: Prepare to discuss all chapter discussion questions

Week 7: March 2nd
Topics: How Canada Promotes Workplace Diversity
Understanding Intercultural Communications in Today’s Global Environment

Homework: Mid-term Paper

Week 8: March 9th
Topics: Mid-term Paper (Picked from selected Topics; minimum of 3 sources)

Assigned Readings: Chapters 21, 25, 26
Homework: Email Instructor to get approval on Organization for Final Project/ Presentation

Spring Break March 11-19, 2017 (Enjoy, be safe, relax, and be responsible!)

Week 9: March 23rd
Topics: Sorting Through Lesbian, Gay, Bisexual, and Transgender Issues in the American Workplace
The Cracker Barrel Restaurants
Cracker Barrel Old Country Stores: Postscript

Assigned Readings: Chapters 23, 24, 29
Homework: Group Paper #1: Research, compare and contrast 6 different religions (Could include beliefs, attitudes, and practices from that religion)

Week 10: March 30th
Topics: Religion in the US Workplace
Musical Chairs
Professor on Wheels: A Case of Disability and Diversity

Assigned Readings: Introduction to Section IV, Chapters 27, 28, 33, 35
Homework: Be prepared to discuss questions on pages 192-193

Week 11: April 6th
Topics: Introduction to Section IV
Does Social Class Make a Difference?
Social Class: The Fiction of American Meritocracy
Military Veterans
Appearance and Weight: Discrimination in the Workplace

Assigned Readings: Chapters 16, 17
Homework: Be prepared to answer Questions 1 – 4 on page 117
Week 12: April 13th
Topics:
Generational Diversity in the Workplace
How Old Should You Be to Drive a Bus? Exploring Agism

Assigned Readings: Introduction to Section V, Chapters 34, 37, 38
Homework:
Be prepared to discuss Questions 1-3 on page 274 for Case Studies on pages 274-280
Complete Exercise in Chapter 34
Individual Additional Graduate/Honor Student Paper

Week 13: April 20th
Topics:
Introduction to Section V
The Ethics of Workplace Diversity
Ethics and Diversity: Legal Applications in the Workplace
Choosing a Board

Assigned Readings: Introduction to Section VI, Chapters 45, 46, 47, 48
Homework:
Prepare to answer all Discussion Questions
Group Paper #2: Respond to Questions 2-5 on page 336

Week 14: April 27th
Topics:
Introduction to Section VI
What Do Organizations Do to Manage Diversity? Examining Corporate Leadership, Training, Mentoring, Employee Resource Groups, and Social Responsibility Programs
Work-Life Balance Issues: Changing When and How the Work Gets Done
The Six Sigma Case: Promotion at the Western Company
Diversity and Inclusion Awards: A Critical Examination

Assigned Readings: Chapter 49, 50, 51
Homework:
Prepare to answer all Discussion Questions
Individual Paper #4: Immersion Paper Due by next Class (see instructions on page 8)

Week 15: May 4th
Topics:
One Workplace Bully is One Too Many: The Four Faces of Bullying
A Case of Harassment, Discrimination, or Bullying? You Describe…
The Path to Inclusion: The Business Case for Diversity at Ocean Spray
Advocacy and Change Now What?

Assigned Reading:
Chapter 54 (review)
Homework:
Group Project: Prepare Final Group Paper and Presentations

Week 16: May 11th
Topic:
Group Presentations and Papers (On Approved Organization-Must be Approved by Week 9 of class), No Final Exam;
Individual Group Evaluation Paper - Separate from the group paper, every group member must turn in a 2-3 page paper evaluating your entire group experience based on the Writing Assignment on page 405 (this will only be seen by the professor); Additionally in this paper you will evaluate each of your group members by name on their follow through, cooperation, communication, and contributions.

- Note: Graduate/Honor students will have additional requirements to meet for the
class. See page 8 of the syllabus. Also, may be required to stay after 8:50.

Privilege and Power Paper (Due February 23rd)
A 2-4 page paper on understanding privilege and power, and how that relates to you. Use your response to Chapter 7 as the foundation of this paper, but feel free to use additional readings to reflect on this. While the chapter primarily focuses on White and Male privilege, I want you to think about your own privilege from a broader diversity perspective (select 1 or 2 dimensions to focus on under sections a and b). Use the questions below to assist with your reflection.

I. Read Chapter 7 from the text.
II. Write a paper which addresses some of the following:
   a. How have the privileges of your gender, ethnicity, religion, age, ability, socioeconomic status, sexual orientation, etc. made life easier for you?
      i. in your education
      ii. in your work life
      iii. in your relationships/friendships
      iv. in your social environment/leisure activities
      v. in your economic situation
   b. How have the restrictions of your gender, ethnicity, religion, age, ability, socioeconomic status, sexual orientation, etc. made life more difficult for you?
      i. in your education
      ii. in your work life
      iii. in your relationships/friendships
      iv. in your social environment/leisure activities
      v. in your economic situation
   c. Identify your feelings and thoughts about these privileges and/or restrictions.
   d. What do you see as your social responsibility; to individuals you come into contact with, regarding your privilege? How can you impact social change?

Immersion Experience Paper (Due by May 4th)
• During this semester you must attend an event/program/place that isn’t where you would normally go or do that you are not a member of that group
• 2-4 page reflection paper on your immersion experience (experience, feelings, thoughts)
• Can be turned in anytime during the semester, but no later than May 4th
• Examples of Immersion Experiences (check with me about other opportunities)
  • Attend religious service of another faith tradition (not just a different domination)
  • Wedding or funeral of another faith tradition
  • Attend a gay bar
  • Event/program at the LGBT Center
  • Meeting/event on campus for a Cultural or Religious Student Organization that you don’t belong to already
  • Ethnic or Religious Festival
  • Attend Dancing Wheels Performance
  • Restaurant (not first choice must be authentic experience, get approval from me)

Graduate/Honor Student Additional Individual Paper (Due by April 20th)
• This additional paper is for Graduate Students only
• Select a diversity topic that you are either passionate or interested in learning about
• Use the same guidelines that you use for your other Individual Papers for the class
• Can be turned in anytime during the semester but no later than April 20th