MGT 457  
Diversity in Organizations  
Fall 2015  
ASM 1004  
12:30-3:00 P.M. Thursdays  

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Email: delcampo@unm.edu  
Office Hours: Tuesday 10:00-11:00 or by appointment  

PURPOSE AND METHOD  

This course is designed to introduce students to the fields of diversity and human relations. This course will not only focus on the importance of each of these topics, but attempt to gain greater insight into the importance of diversity sensitivity and human relations training in the workplace. This course is designed to address the changing nature of modern organizations by focusing on all dimension of diversity and how to harness the potential of a diverse workforce to reach organizational goals. The course will present a series of intensive experiences to develop self-awareness and diagnostic ability in interpersonal, organizational and community behavior. Learning in the class will be facilitated through the use of vehicles such as textbook readings, class discussion, exercises/activities, cases, and lectures.  

TEXT  

The following texts are required for the course:  

Additional readings to be distributed in class  

A copy of each text for the course will be on reserve at Parish Library so that those who do not wish to purchase the text can complete their reading assignments in the library. While a large portion of the material is covered in class, the book is helpful and might be a wise purchase; however students can still perform quite well in the class using only the review copy at the library. Please be sure to use/purchase the NINTH EDITION of the Taking Sides text as it varies significantly from older editions.
PERFORMANCE MEASURES and GRADING
We all learn and express what we have learned differently. To this end, I strive to provide several different assessment tools to address each individual’s strengths and help them improve their areas of weakness.

Class participation and preparation (20%): While this is a subjective measure, I will try to standardize it as much as possible by tracking your attendance and productive participation in class discussions and activities. Several of the in-class activities will involve small group discussions. Also, arriving late to class causes a distraction and will hurt your participation grade. Please be on time. Since there is a large interactive component to the course a large percentage of your grade is attributed to participation, if you show up everyday, on-time and participate you should easily earn a passing grade.

Quizzes (10%): Approximately 8 multiple choice pop quizzes will be given throughout the duration of the course. They will test for knowledge of subjects in the chapter assigned for that day. These quizzes will be given at various times during class (beginning, middle or end--another good reason to arrive on time).

Project I: (15%) Diversity in Film project. Students will be assigned to groups of 3-5 students. Each group will select a film from the following list (more titles on attached list): Students will be assigned to groups of 3-5 students. Each group will select a film from the following list (other titles must be approved):

Lost in Translation
A Day without a Mexican
The Terminal
Spanglish
Harold & Kumar Go to White Castle
Pleasantville
Bring it On
The Distinguished Gentleman
The Perfect Score
Chasing Amy
Bend it Like Beckham
My Big Fat Greek Wedding
The New Guy
Toy Story
But I’m a Cheerleader
Ray
Animal House
Bringing Down the House
Van Wilder
Glory Road
Brokeback Mountain

Blazing Saddles
Gran Torino
Easy A
Revenge of the Nerds
Mean Girls
Breakfast Club
Pretty in Pink
E.T.
Dinner for Schmucks
Bridesmaids
Twilight
Student teams will watch the chosen film (preferably as a group) and discuss the aspects of diversity presented in the film and how each main character addresses them. Each GROUP will write a paper indicating how diversity is a central theme in each film and how it is presented (is it a positive or a negative)?

1. How are ‘others’ treated?
2. What makes a diverse population valuable?
3. Is the portrayal of the ‘underrepresented group’ accurate? Why or why not?, etc.)
4. How is diversity a central theme?
5. How it is presented (is it a positive or a negative)?
6. How are ‘others’ (those dissimilar from the dominant culture) treated?
7. What makes a diverse population valuable in this film?
8. Is the portrayal of the ‘underrepresented group’ accurate? Why or why not?
9. Is there a larger theme or cultural worldview inherent in the film?
10. How is this theme(s) or worldview(s) expressed?
11. What types of “voices” are used in the film? Is there a match between the speaker who you see and the voice associated/assigned to him/her? Are voices manipulated – how and for what purpose?
12. Who are the major characters in the film? Are women visible in the film?
13. Does the film rekindle any thoughts in regard to the politics of representation?
14. Might stereotypes be challenged or reinforced in the film?
15. Does the film represent some aspect of culture using a cultural relativistic framework?
16. Is the focus of the film properly contextualized? How so? How might the film be better contextualized (historically, socio-culturally, politically, etc.)?
17. If this film was produced 25 years ago how would it be different? What if it were produced 50 years ago?

Analysis should some (but not all) of these questions and is certainly not limited to these dimensions. Students should be creative and insightful when analyzing the film and present their observations/findings in a 5-10 page paper due May 24th. Please be advised that we will discuss each group’s findings informally in class the day before the final copy is due (December 4th).

**Project II: (15%) Position Papers.** In the course of the semester each student is required to do 2 brief 1-2 page position statements on one of the assigned Taking Sides arguments. Students will sign up to ensure a spread. The position paper requires the student read each of the arguments and write a persuasive essay on ONE side of the topic. Students writing position statements for each week will be charged with the responsibility of giving the class an overview of the arguments and synthesizing the opposing viewpoints. These student arguments will be the beginnings of a class-wide discussion of the issue of the week. The position papers are designed to integrate not only the topics discussed in regard to the ‘Taking Sides’ articles but for students to use a factual basis derived from in-class discussion and the text to back up their positions. Students will
choose which of the issues they would like to write on throughout the semester and are responsible for keeping track of the number of issues completed.

**Project III (20%): Implementation and Creating understanding.** Student groups will choose from a list of topics (attached) and create an in-depth 30 minute seminar to create understanding of the phenomenon. Groups are responsible for including the following:

- A structured experience
- Visual Aids
- Supplementary material
- Evaluation of student learning
- Some “takeaway material” (e.g., a newsletter, resources, etc.)

Groups will also submit a portfolio that includes copies of all materials used and a bibliography.

Groups will be assigned one of the following topics:

- Native Americans and Work
- Biracial Employee Issues and Cross-Race Relationships
- Homosexuality in the Workplace
- Religion in the Workplace
- Politics and Political Beliefs at Work
- Personality Clashes in the Work Environment
- Mental Illness at Work
- Child-rearing employees vs. Child-less employees

Or other APPROVED topic

Presentations will take place 11/13, 11/20, 12/4

**Project IV (10%): Become a Minority.** This project is designed to expose students to cultural differences in a self-chosen unfamiliar environment. Additionally, students will learn to recognize how cultural differences influence feelings of comfort and relationships among people in social settings. Students must complete the experiment and response sheet that will be provided in class. This project may be completed in groups or individually. Project must be completed by September 18th. We will be discussing your findings in class on that date.

**Project V (10%): 457 Enrichment.** Each student will choose from a topics (to be provided in class) at random and create a brief no more than 5-minute presentation to improve understanding of the phenomenon. Each individual is responsible for providing:

- A summary of the issue/topic/group
- Key terminology and its appropriateness (if applicable)
- An informational and entertaining presentation
- 3 multiple choice questions relating to the issue
- A bibliography
Extra credit: I may, periodically, give in-class assignments that will be cumulatively worth 2% toward your FINAL grade.

MGT 457 Grade determination summary:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation/preparation</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Project I (Film)</td>
<td>15%</td>
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<tr>
<td>Project II (Position Papers)</td>
<td>15%</td>
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<tr>
<td>Project III (Presentation)</td>
<td>20%</td>
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<tr>
<td>Project IV (Become a Minority)</td>
<td>10%</td>
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<tr>
<td>Project V (457 Enrichment)</td>
<td>10%</td>
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<tr>
<td>Extra credit</td>
<td>?????????</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

90-100%.................A
80-89%...............B
70-79%.................C
60-69%...............D
< 59%...............F
**TENTATIVE CLASS SCHEDULE**  
Most class periods we will discuss the material covered in the chapter and do a brief exercise or activity related to the chapter. (This is subject to adjustment as we move through the semester; you are responsible for keeping up with the class).

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>8/20</td>
<td>Thursday</td>
<td>INTRO/Who Am I?</td>
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<tr>
<td>8/27</td>
<td>Thursday</td>
<td>Chapter 2-Bridging Cultural Differences/ Chapter 3-Beyond Stereotypes</td>
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<td>9/3</td>
<td>Thursday</td>
<td>Millenials/Generational Issues</td>
<td>ISSUE 1. Do Americans need a Common Identity?</td>
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<td>9/10</td>
<td>Thursday</td>
<td>Chapter 4-Creating an Inclusive Workplace</td>
<td>ISSUE 5. Is Racism a Permanent Feature of American Society?</td>
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<tr>
<td>9/17</td>
<td>Thursday</td>
<td>Chapter 6-Understanding the Dominant Culture</td>
<td>ISSUE 9. Is Race Prejudice a Product of Group Position?</td>
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<tr>
<td>9/24</td>
<td>Thursday</td>
<td>TBA</td>
<td>ISSUE 3. Can the Tendency of Media to Employ Stereotypes Be Reduced?</td>
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<td>10/1</td>
<td>Thursday</td>
<td>Chapter 5-Men &amp; Women</td>
<td>ISSUE 4. Is the Obama Presidency Moving America Towards a Post-Racial Society?</td>
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<td>10/8</td>
<td>Thursday</td>
<td>FALL BREAK—NO CLASS</td>
<td>Chapter 7-African Americans</td>
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<td>10/15</td>
<td>Thursday</td>
<td>ISSUE 7. Is the Claim of White Skin Privilege a Myth?</td>
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<td>10/22</td>
<td>Thursday</td>
<td>Chapter 8- Arab Americans</td>
<td>ISSUE 19. Is Gentrification Another Form of Segregation?</td>
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<tr>
<td>10/29</td>
<td>Thursday</td>
<td>NO CLASS—INDIVIDUAL GROUP CONSULTATIONS (WILL SIGN UP FOR TIMES)</td>
<td>Prep for Presentations</td>
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<td>Chapter 9-Latino Americans</td>
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<td>11/5</td>
<td>Thursday</td>
<td>ISSUE 12. Does Immigration Contribute to a Better America?</td>
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<td>11/12</td>
<td>Thursday</td>
<td>Student Group A/B/C</td>
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<td>11/19</td>
<td>Thursday</td>
<td>Student Group D/E/F</td>
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<td>11/26</td>
<td>Thursday</td>
<td>THANKSGIVING BREAK—NO CLASS</td>
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<tr>
<td>12/3</td>
<td>Thursday</td>
<td>Student Group I/J</td>
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<td>Film Project Due</td>
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ACADEMIC INTEGRITY
Anderson School of Management faculty, staff and students commit to values of trust, honesty, integrity, and accountability. We will not tolerate academic dishonesty. By enrolling in any course at Anderson, the student accepts the Anderson Academic Honesty Code and affirms the following pledge:

I will not lie, cheat, fabricate, plagiarize or use any other dishonest means to gain unfair academic advantage.

Any violation of the code of conduct will be taken very seriously and appropriate sanctions will be applied. FOR FULL TEXT OF ANDERSON’S ACADEMIC HONESTY CODE, please visit http://www.mgt.unm.edu/honesty

ADA Statement
Reasonable accommodation will be given to any individual with a legitimate disability. Please contact the instructor privately for arrangements. If you are a qualified person with disabilities who might need appropriate academic adjustments, please communicate with me as soon as possible so that we may make appropriate arrangements to meet your needs in a timely manner. Frequently, we will need to coordinate accommodating activities with other offices on campus. Course materials can be made available in alternative formats.