

**MGT 457**  
**Diversity in Organizations**

Fall 2015

ASM 1004

12:30-3:00 P.M. Thursdays

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**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:

Carr-Ruffino, N. (2005). *Making Diversity Work*. Upper Saddle River, NJ: Pearson Prentice-Hall.

D'Angelo, R. & Douglas, H. (eds.) (2013). *Taking Sides: Clashing Views on Controversial Issues in Race and Ethnicity*, (10th ed.). Dubuque, IA: McGraw-Hill.

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):

<i>Lost in Translation</i>	<i>Blazing Saddles</i>
<i>A Day without a Mexican</i>	<i>Gran Torino</i>
<i>The Terminal</i>	<i>Easy A</i>
<i>Spanglish</i>	<i>Revenge of the Nerds</i>
<i>Harold &amp; Kumar Go to White Castle</i>	<i>Mean Girls</i>
<i>Pleasantville</i>	<i>Breakfast Club</i>
<i>Bring it On</i>	<i>Pretty in Pink</i>
<i>The Distinguished Gentleman</i>	<i>E.T.</i>
<i>The Perfect Score</i>	<i>Dinner for Schmucks</i>
<i>Chasing Amy</i>	<i>Bridesmaids</i>
<i>Bend it Like Beckham</i>	<i>Twilight</i>
<i>My Big Fat Greek Wedding</i>	
<i>The New Guy</i>	
<i>Toy Story</i>	
<i>But I'm a Cheerleader</i>	
<i>Ray</i>	
<i>Animal House</i>	
<i>Bringing Down the House</i>	
<i>Van Wilder</i>	
<i>Glory Road</i>	
<i>Brokeback Mountain</i>	

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:**

Class participation/preparation	20%
Quizzes	10%
Project I (Film)	15%
Project II (Position Papers)	15%
Project III (Presentation)	20%
Project IV (Become a Minority)	10%
Project V (457 Enrichment)	10%
<u>Extra credit</u>	<u>????????</u>
Total	100%

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).

<b>Date</b>	<b>Day</b>	<b>Topic</b>	<b>Assignment Due</b>	
8/20	Thursday	INTRO/Who Am I?	Become a Minority Project	
8/27	Thursday	Chapter 2-Bridging Cultural Differences/ Chapter 3-Beyond Stereotypes		
9/3	Thursday	Millenials/Generational Issues <b>ISSUE 1. Do Americans need a Common Identity?</b>		
9/10	Thursday	Chapter 4-Creating an Inclusive Workplace <b>ISSUE 5. Is Racism a Permanent Feature of American Society?</b>		
9/17	Thursday	Chapter 6-Understanding the Dominant Culture <b>ISSUE 9. Is Race Prejudice a Product a Product of Group Position?</b>		
9/24	Thursday	TBA <b>ISSUE 3. Can the Tendency of Media to Employ Stereotypes Be Reduced?</b>		
10/1	Thursday	Chapter 5-Men & Women <b>ISSUE 4. Is the Obama Presidency Moving America Towards a Post-Racial Society?</b>		
10/8	Thursday	FALL BREAK—NO CLASS Chapter 7-African Americans		
10/15	Thursday	<b>ISSUE 7. Is the Claim of White Skin Privilege a Myth?</b>		
10/22	Thursday	Chapter 8- Arab Americans <b>ISSUE 19. Is Gentrification Another Form of Segregation?</b>		
10/29	Thursday	NO CLASS—INDIVIDUAL GROUP CONSULTATIONS (WILL SIGN UP FOR TIMES) <b>Prep for Presentations</b>		
		Chapter 9-Latino Americans		
11/5	Thursday	<b>ISSUE 12. Does Immigration Contribute to a Better America?</b>		
11/12	Thursday	<b>Student Group A/B/C</b>		
11/19	Thursday	<b>Student Group D/E/F</b>		
11/26	Thursday	<b>THANKSGIVING BREAK—NO CLASS</b>		
12/3	Thursday	<b>Student Group I/J</b>		Film Project Due

## **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.