

MGT 566
Diversity & Human Relations Laboratory

Spring 2016

ASM 1004

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

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Office Hours: Thursday 10:00-11:00 A.M.

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 dimensions 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.) (2015). *Taking Sides: Clashing Views on Controversial Issues in Race and Ethnicity*, (10th ed.). Dubuque, IA: McGraw-Hill/Dushkin.

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 **TENTH 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%): Up to 10 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 or activities will be performed at various times during class (beginning, middle or end--another good reason to arrive on time).

Paper (10%): This is a minor project to assess student synthesis of extant diversity theory. Readings from Cox, T. (1993). *Cultural Diversity in Organizations*. San Francisco, CA: Berrett-Koehler. Will be distributed in class on January 21st (it is also available on Learn) and discussed on February 25th. A 3-5 page synthesis and evaluation of the discussion is due before class February 25th.

Project I (25%): Diversity in Film project. 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 submitted by May 5th. Please be advised that we will discuss each group's findings informally in class on that date.

Project II: (25%) 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 not formally sign up, but will informally commit to writing each week to ensure a spread. 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. Papers must be submitted before class begins on the day the issue is scheduled to be discussed.

Project III (25%): Implementation and Creating understanding. Student groups will choose from a list of topics (attached) and create an in-depth 1 ½ hour 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
- 5-10 Multiple Choice Questions about your presentation
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Groups will also submit a portfolio that includes copies of all materials used including a bibliography.

Groups will be assigned one of the following topics:

Asian Americans and Work
Native Americans and Work
Workplace issues created by socioeconomic status
Biracial Employee Issues and Cross-Race Relationships
Homosexuality in the Workplace
Integrating Challenged Workers
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 either 4/14 4/21, 4/28 or 5/5

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 March 3rd. 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(ish)-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 566 Grade determination summary:

Class participation/preparation	10%
Quizzes	10%
Paper (Taylor Cox Theory)	10%
Project I (Film)	15%
Project II (Position Papers)	15%
Project III (Presentation)	20%
Project IV (Become a Minority)	10%
Project V (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).

<u>Date</u>	<u>Day</u>	<u>Topic</u>	<u>Assignment Due</u>
21-Jan	Thursday	INTRO/Who Am I?	
28-Jan	Thursday	Millenials/Generational Issues	
4-Feb	Thursday	Chapter 2-Bridging Cultural Differences ISSUE 1. Do we need a Common Identity?	
11-Feb	Thursday	Chapter 3-Beyond Stereotypes ISSUE 5. Is Racism a Permanent Feature of American Society?	
18-Feb	Thursday	Chapter 4-Creating an Inclusive Workplace ISSUE 9. Is Race Prejudice a Product a Product of Group Position?	
25-Feb	Thursday	Chapter 6-Understanding the Dominant Culture ISSUE 19. Do Minorities and Whites Engage in Self-Segregation?	T. Cox Paper
3-Mar	Thursday	Chapter 5-Men & Women ISSUE 2. Is Diversity an Inevitable Part of a New American Identity? or ISSUE 4. Is the Obama Presidency Moving Toward a Post-Racial Society?	Become a Minority Project
10-Mar	Thursday	Chapter 7-African Americans ISSUE 12. Is Affirmative Action Necessary to Achieve Racial Equality in the United States Today?	
17-Mar	Thursday	SPRING BREAK-NO CLASS	
24-Mar	Thursday	Chapter 8- Arab Americans ISSUE 11. Is Racial Profiling Defensible Public Policy?	
31-Mar	Thursday	NO CLASS—INDIVIDUAL GROUP CONSULTATIONS (WILL SIGN UP FOR TIMES) Prep for Presentations Chapter 9-Latino Americans	
7-Apr	Thursday	ISSUE 14. Is Today's Immigration Debate Racist?	
14-Apr	Thursday	Student Group A	
21-Apr	Thursday	Student Group B	
28-Apr	Thursday	Student Group C	Film Project
5-May	Thursday	Student Group D/Extra Credit Exam	

ACADEMIC INTEGRITY and OTHER ISSUES

Plagiarism or other academic dishonesty will result in a failing grade for the course and referral to the appropriate academic standards bodies on campus. Make up exams will not be allowed except in the face of unusual circumstances, and must be negotiated in advance. Any violation of the Student Code of Conduct will be taken very seriously and appropriate sanctions will be applied. Violations include: plagiarism, exam misconduct, etc. Please refer to the UNM Pathfinder for additional information:
<http://www.unm.edu/~sac/pathfind.html>.

CELL PHONES

I understand that many of us need our cell phones to stay connected to the outside world; I would appreciate it if you would please turn your phone/pager off or set it to “silent” or “vibrate” during class. I don’t answer mine, so to be fair, please don’t answer yours.

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.