

MGT 566
Diversity & Human Relations Laboratory

Spring 2008
ASM 1004

7:00-9:45 P.M. Thursdays

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Office Hours: Wednesday & 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.) (2006). *Taking Sides: Clashing Views on Controversial Issues in Race and Ethnicity*, (6th 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 course 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.

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 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 will be given 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 24th and discussed on January 31st. A 3-5 page synthesis and evaluation of the discussion is due in class February 7th.

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 (more titles on attached list):

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

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? How are 'others' treated? What makes a diverse population valuable? Is the portrayal of the 'underrepresented group' accurate? Why or why not?, etc.) analysis should address all of the questions but is 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 1st. 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 3 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 address the questions presented in the 'Position Arguments' outline (attached). 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 (25%): Implementation and Creating understanding. Student groups will choose from a list of topics (attached) and create an in-depth 2.5 hour (1 class period) seminar to create understanding of the phenomenon. Groups are responsible for including the following:

- A structured experience
- Visual Aids
- Text material
- Supplementary material
- Evaluation of student learning

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 the Workplace
Workplace issues created by socioeconomic status
Biracial Employee Issues and Cross-Race Relationships
Homosexuality in the Workplace
Integrating Challenged Workers
ADA and Compliance

Presentations will take place either 4/10, 4/17 or 4/24

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 6th. We will be discussing your findings in class on that date.

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	20%
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%
Extra credit	?????????
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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>
24-Jan	Thursday	INTRO/Who Am I?	
31-Jan	Thursday	BAFA BAFA	Cox, T. Reading
7-Feb	Thursday	Chapter 2-Bridging Cultural Differences	
		ISSUE 1. Do We need a Common American Identity?	Cox, T. Paper
14-Feb	Thursday	Chapter 3-Beyond Stereotypes	
		ISSUE 16. Is Racism a Permanent Feature of American Society?	
21-Feb	Thursday	Chapter 4-Creating an Inclusive Workplace	
		ISSUE 5. Is Race Prejudice a Product a Product of Group Position?	
28-Feb	Thursday	Chapter 6-Understanding the Dominant Culture	
		ISSUE 6. Do Minorities Engage in Self-Segregation?	
6-Mar	Thursday	Chapter 5-Men & Women	
		ISSUE 15. Does White Skin Privilege Still Exist in American Society?	Become a Minority Project
13-Mar	Thursday	Chapter 7-African Americans	
		ISSUE 8. Did Hurrican Katrina Expose Racism in New Orleans?	
20-Mar	Thursday	SPRING BREAK-NO CLASS	
27-Mar	Thursday	NO CLASS	
		Prep for Presentations	
3-April	Thursday	Chapter 8- Arab Americans	
		ISSUE 18. Is Racial Profiling Defensible Public Policy?	
10-Apr	Thursday	Student Group A	
17-Apr	Thursday	Student Group B	
24-Apr	Thursday	Student Group C	
1-May	Thursday	Chapter 10-Asian Americans	Film Project
		ISSUE 7. Are Asian Americans a Model Minority?	
7-May	Thursday	Chapter 9-Latino Americans	
		ISSUE 14. Is Today's Immigration Debate Anti-Latino (Racist)?	

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 and PAGERS

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.