COURSE DESCRIPTION
This course is an introduction to theoretical and practical ideas about diversity in organizations. Students will increase their understanding of the concept of diversity in organizations to reduce discrimination and increase fairness and equality for employees, applicants, co-workers, and customers. The course is designed to improve students’ ability to address diversity as an organizational member (both employee and manager) and build their diversity competence. We will learn about historical bases of diversity in the U.S. and in U.S. organizations, inter- and intra-national diversity, legislation related to diversity, and diversity trends from a variety of sources. This is not a diversity-training course, although some course concepts will be useful for those interested in diversity training.

COURSE OBJECTIVES
Upon completion of the course, students should have a thorough understanding of diversity in organizations. Specifically, students should:

1. be able to identify and explain the commonly studied areas of diversity and discuss their interactions with one another.
2. be able to discuss the legislation and acts that are related to diversity in organizations and explain the historical and current legal and social issues that affect today’s workers and organizations.
3. demonstrate an understanding of factors related to the management of diversity in organizations.
4. understand and be able to express the importance of diversity in organizations to all workers, regardless of level, job, or organization.
5. be able to explain research results relevant to key areas of diversity in organizations.
6. be able to describe and dispel common myths and misperceptions about diversity in organizations.
**FORMAT:** This is an interactive and information-sharing class that will include readings, cases, in-class exercises, outside assignments, videos, and any other pedagogical medium to help you build your diversity competence.

The course is a senior-level one, so be prepared to work hard and learn on your own. At a minimum, you should expect to study three hours for each hour of class. This will be a rigorous and demanding course, but hopefully also enjoyable, interesting, and useful. Having taken previous organizational behavior, sociology, introduction to management and/or psychology courses will be beneficial.


It is important that you secure and bring your book to each class. Please do not attempt to complete this course without it.

Supplemental readings will be provided in class and/or will be posted on Canvas. I will announce new postings on Canvas and during class periods. There is a lot of material in the textbook, and we will not cover it all. However, you will be responsible for and will be tested on its content, especially for the assigned chapters. Please keep up with the material and ask questions if any of the information in the textbook is unclear. We will spend a lot of time in class talking about the course content rather than strictly going over PowerPoints. I encourage you to contribute to these discussions by offering examples from your personal experience, asking questions, and expressing opinions in class during the lectures, exercises, and discussions. Learning to couch our individual experiences and anecdotal evidence against data is an important part of building diversity competence.

Diversity in organizations is a broad topic, affected by many issues both inside and outside organizations, including historical views of men’s and women’s roles (e.g., societal norms and socialization), legislation, demographic trends, and other issues. We will spend time investigating stereotypes and myths and will use data to help dispel them. As each of us is diverse in many regards, we will have some individual experiences to share regarding the material. For those of you who are currently employed or have ever worked, make note of examples from your workplace of the diversity concepts we address during this course. It is my hope that you will use what you learn in this course to help your own organizations (or functional areas) function better.

UT Arlington students are diverse in a variety of ways. We are fortunate to be able to learn and work in such an environment. Try to take advantage of some of the many campus resources designed to help you grow in your diversity learning and experiences. One such resource is Multicultural Affairs, [https://www.uta.edu/multicultural/](https://www.uta.edu/multicultural/). I will notify you of notable speakers and events (movies, trainings, etc.) throughout the semester as they occur. If you allow it, you may learn more interesting and useful information in this class (that will help you both inside and outside of work) than you have in any other class you’ve taken in the past.
Standards of Classroom Behavior and Interactions

At times, some of the course content may make us uncomfortable, nervous, angry, guilty, or experience other emotions. We are all products of the environments in which we have grown up, visited, and currently live and have been exposed to many images and messages that have shaped our beliefs, sometimes erroneously (e.g., stereotypes, prejudice, fears). In this class, we will learn and grow from each other as well as from the course content. Discussing topics and ideas does not mean we espouse them, nor does it mean we are racist, sexist, heterosexist, homophobic, or hold other ‘isms.” We will ground our discussions with data, and most importantly, we will be respectful of each other and the topic at all times. If the line of respect is crossed, I will ask for and appreciate your help in turning around and learning from the experience.

Though it may sound cliché, there is really no “dumb” question. It is very likely that one or more of your classmates will have the same (or similar) question that you have. It is equally important that students enter the classroom with the intent of creating and maintaining a climate of mutual respect. This involves exploring one’s own potential biases and assumptions as well as learning to constructively listen to other perspectives shared by other students in the course. Everyone benefits when as many students as possible feel comfortable participating. Therefore, you are expected to refrain from any behaviors (e.g., talking on or playing with cell phones, consistently arriving late to class, checking Facebook, surfing the web, engaging in side conversations) which might detract from your classmates’ ability to learn or from my ability to focus on the lecture and help you have the best possible classroom experience. Texting or recording of classes is not allowed. I will make lectures available on Echo360 when appropriate.

COURSE REQUIREMENTS AND GRADING

A grade of A (90%), B (80%), C (70%), D (60%), or F (<60%) will be earned based on on-time and quality completion of deliverables, including in-class quizzes, exams, and class participation and attendance.

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<thead>
<tr>
<th>Component</th>
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<tr>
<td>Exams (3 highest-scoring)</td>
<td>60%</td>
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<tr>
<td>Assignments and Exercises</td>
<td>35%</td>
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<tr>
<td>Attendance and Participation</td>
<td>5%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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EXAMS

Students will be required to demonstrate their knowledge and understanding of course concepts, including the ability to apply knowledge from assignments, exercises, and the textbook. Most of the exam content will build upon other material you have learned during the course (e.g., legislation, historical context), so please ask questions if you are unclear about something. There will be four (4) exams throughout the semester. Exams will consist of multiple choice, true/false, short answer, and/or case questions about the material covered in the course including all readings, videos, quizzes, and exercises. I will drop your lowest-scoring exam before calculating your exam average at the end of the semester. If, prior to the final exam, you have taken the prior three exams AND you are satisfied with your exam average, you may choose to omit the final. In other words, the “final” exam is optional and will not be comprehensive. The
first three exams will take place during normal class time. Please bring a #2 pencil and a Form 882-E scantron for all exams.

Exams will count for 60% of your final grade.

ASSIGNMENTS AND EXERCISES
“This Surprised Me” Paper
For each chapter, students should answer the question: “What have I learned while reading this chapter that is most surprising to me?” We will use these for class discussion and participation though some may be submitted for grading. Read and think about each chapter carefully. Consider similarities and differences with previous chapters and/or your perspectives prior to reading the material and the research reported. Use the following numbered (not paragraph) format:

1. Explain what was most surprising.

2. Identify where in the chapter you found the idea or concept (page and paragraph of the sentence in which the idea or concept is presented).

3. Explain why this is surprising to you. Discuss, including what your thinking was about the concept before you read about it (or why you didn’t know this), how it compares to material in other chapters (e.g., similar, different, and why), and other discussions to demonstrate that you’ve thought about the material.

4. From a diversity perspective, what can individuals, organizations, or society do about this issue (if applicable). If neither individuals, organizations, nor society can do anything, what effect does this issue have on individuals, organizations, or society? (Note: N/A is not an answer).

Items #3 and #4 should be thoughtful, cohesive, and coherent.

Questions to Consider Paper
I will assign several “Questions to Consider” for some weeks. These are indicated on the Course Schedule. Thoughtfully consider your answers to these questions and be prepared to discuss them in class. I will count some of these as assignments. I will let you know when this is the case and will create a Canvas assignment page as appropriate.

Both This Surprised Me and Questions to Consider papers should be typed (and printed only if I ask you to bring it to class). Otherwise, bring the paper to class and/or submit the paper via the applicable assignment link on Canvas. Please do not e-mail assignments or put them under my office door. Precede your responses with the actual questions. Both papers should be between ¾ and one page, single-spaced, and free of spelling, word usage, and punctuation problems. They should not be a few sentences completed right before class – demonstrate that you’ve thought about the issue or question. If you need help with writing, the Writing Center can assist.
**Writing Center**: The University has a writing center located in the Central Library where students may obtain assistance with their writing projects. They will not write your paper for you, but they will provide tips that will help you become a better writer. Do not hesitate to use them if you need to, and start working with them early enough in the semester to see results. Go to [http://www.uta.edu/owl/](http://www.uta.edu/owl/) for more information.

Assignments and exercises will count for 35% of your grade.

**ATTENDANCE AND PARTICIPATION**
Your success in this class requires that you attend class regularly and actively participate while you are there. I will measure your attendance performance using quizzes. The quizzes will cover content from the prior or current week. Quizzes may or may not be announced, so make sure you come to each class prepared, having read the assigned chapters and/or other material as assigned. **There are no makeups for missed quizzes.**

Excessive absences will not only negatively affect your final grade; it will lead to reduced learning. If you have to miss class, please get one of your classmates to give you notes and/or update you on what you missed. Please do not ask me what we covered or if you missed “anything important” while you were out. There is no need to bring documentation (e.g., a doctor’s note) if you miss class.

No one remains anonymous in my class. I want to know who you are. On the first day of class, I will ask you a few questions about your academic background, your current career goals, and how you believe taking this course will help you achieve those goals. I will use name cards to help me get to know you and help you get to know your classmates.

Attendance and participation will count for 5% of your final grade.

**UNIVERSITY POLICIES AND PROCEDURES**
**Drop Policy:**
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. Refer to the University Academic Calendar ([http://www.uta.edu/uta/acadcal.php?session=20151](http://www.uta.edu/uta/acadcal.php?session=20151)) for specific dates. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://wweb.uta.edu/ses/fao](http://wweb.uta.edu/ses/fao)).

**Student Support Services**: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based
learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS)** www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

**Electronic Communication Policy:**
UT Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at
Suggestions for E-mail correspondence:
The following are quick tips for writing effective e-mails (These focus on e-mails to your professors, but they provide good information for e-mails with people whom you’ve asked for references, prospective employers, and others outside your close network of friends.)

1. Use appropriate salutations and titles. Begin your message with “Hello Dr. Smith” or “Hi Dr. Smith” but avoid the kinds of casual greetings you would use with friends (e.g., “Hey” “Hi”) or no greeting at all.
2. Identify yourself including the class you’re taking or how you know the professor. Sign the e-mail and include your student ID number (but not your SSN).
3. Avoid text acronyms, period.
4. Beware of your tone. “Please” and “Thank you” are helpful.
5. Make sure there are no errors in spelling, grammar, or word-usage in the e-mail.


Academic Integrity:
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct.
**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:**
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move towards the south exit of the College of Business. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**ACTIVE THREAT PROCEDURES**  
*Stop. Think. Protect Yourself. You Have Choices.*
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

The following graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.
You Have Choices!

**AVOID**
- AVOID the situation. **Stay away** from the area and campus.
- If you can safely leave the area, **RUN**.
- Get others to leave the area, if possible.
- Prevent others from entering the area.
- Know your exit and escape options.
- If in a parking lot, get to your car and leave.
- If in an unaffected area, stay where you are.
- When you are safe, call UTA PD at 817.272.3003 or 911 with information you have.

**DENY**
If you can’t leave the area safely, **DENY** or slow entry to the intruder:
- Lock/barricade doors with heavy items.
- Turn off lights/projectors/equipment.
- Close blinds and block windows.
- Stay away from doors and windows.
- Silence phones and **remain quiet**. Don’t let your phone give you away.
- HIDE and take cover to protect yourself.
- Be prepared to run or defend yourself.

**DEFEND**
If you can’t AVOID or DENY entry to the intruder, **DEFEND** your location:
- As a last resort, **FIGHT for your life**.
- Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc.
- Use the element of surprise.
- Work together as a team. Develop a plan. Commit to your actions. Your life depends on it.
- Be aggressive, loud, and determined in your actions.

Follow ALL instructions.

For more information, go to: [police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)

Emergency: 817.272.3003  
Non-Emergency: 817.272.3381  
[police.uta.edu](http://police.uta.edu)

Additional information for active threat and other emergency situations can be found through the links below:
[police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)  
[police.uta.edu/em](http://police.uta.edu/em)

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.  
Non-emergency number **817-272-3381**
ABOUT YOUR INSTRUCTOR
Dr. Cocchiara is Clinical Associate Professor of Management at the University of Texas at
Arlington (UTA). She has taught at UTA since January, 2015. Dr. Cocchiara was Associate
Professor of Management at Arkansas State University (ASTATE) from August, 2007 until
August, 2014, when she returned to Texas to support her spouse’s career move. Prior to entering
academe, Dr. Cocchiara worked for more than a decade in a variety of mid-level management
positions at Sabre, Inc. As Installation Services Supervisor, she led a staff of 25 help desk and
installation services technicians stationed at Sabre headquarters and throughout the central region
of the U.S., respectively. As Marketing Manager, she wrote advertising copy and sales
promotion materials for eAAsy Sabre, the precursor to Travelocity. As HR Business Partner, she
executed executive-level succession planning and diversity management programs. She served as
ASTATE’s inaugural chief diversity officer to address the university’s strategic direction for
diversity and inclusion. Dr. Cocchiara’s research focuses on fairness in employment selection,
performance stereotypes, and sex-based stressors and coping. Her research appears in the
Journal of Organizational Behavior, Organizational Behavior and Human Decision Processes,
Human Resource Management, and the Academy of Management Learning & Education, among
others. She lives in Keller, Texas with her husband, Charlie and her dog, Ralph Emerson.
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<tr>
<th>Week #</th>
<th>Date</th>
<th>Areas of Diversity</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 22</td>
<td>Introduction to Diversity in Organizations</td>
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<td></td>
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<td>Chapter 1: Introduction</td>
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<td>2</td>
<td>Aug 27, 29</td>
<td>Chapter 1: Introduction, Cont’d</td>
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<td><strong>QUESTION TO CONSIDER:</strong></td>
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<td><em>What are some negative outcomes for increasing diversity in organizations? What can organizations do to mitigate these negative outcomes?</em></td>
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<td>Chapter 2: Theories and Thinking about Diversity</td>
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<td>3</td>
<td>Sep 3, 5</td>
<td>Chapter 2: Theories and Thinking about Diversity, Cont’d</td>
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<td>Chapter 3: Legislation</td>
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<td>4</td>
<td>Sep 10, 12</td>
<td>Chapter 4: Blacks/African Americans</td>
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<td><strong>QUESTION TO CONSIDER:</strong></td>
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<td><em>What factor(s) caused the experiences of European and African newcomers to the United States in the period from the 1600s through the 1800s to be so different?</em></td>
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<td>5</td>
<td>Sep 17, 19</td>
<td>Chapter 4: Blacks/African Americans, Cont’d</td>
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<td><strong>Sep 19 – Exam 1 (Chapters 1-4)</strong></td>
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<td>6</td>
<td>Sep 24, 26</td>
<td>Chapter 5: Latinos/Hispanics</td>
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<td><strong>QUESTION TO CONSIDER:</strong></td>
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<td><em>What specific steps can organizations take to ensure that bilingual workers’ skills are compensated when these skills are job relevant? To encourage bilingualism among employees? To reduce resistance to Spanish speakers?</em></td>
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<td>Week #</td>
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<td>7</td>
<td>Oct 1, 3</td>
<td>Chapter 6: Asians/Asian Americans</td>
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<td>Chapter 7: Whites/Caucasians</td>
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<td>8</td>
<td>Oct 8, 10</td>
<td>Chapter 7: Whites/Caucasians, Cont’d</td>
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<td><strong>QUESTION TO CONSIDER:</strong></td>
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<td><em>Individual Whites may report experience with reverse discrimination, despite little research evidence to support it. How do such experiences affect support of or resistance toward diversity efforts? What might help such individuals to be supportive of diversity efforts, despite believing they had experienced discrimination?</em></td>
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<td>Chapter 8: Native Americans and Multi-Race Members</td>
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<td>9</td>
<td>Oct 15, 17</td>
<td>Chapter 8: Native Americans and Multi-Race Members, Cont’d</td>
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<td><strong>Oct 17 – Exam 2 (Chapters 5-8)</strong></td>
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<td>10</td>
<td>Oct 22, 24</td>
<td>Chapter 10: Work and Family</td>
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<td>11</td>
<td>Oct 29, 31</td>
<td>Chapter 11: Sexual Orientation and Gender Identity</td>
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<td><em>Last Day to Drop – Nov 1</em></td>
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<td>12</td>
<td>Nov 5, 7</td>
<td>Chapter 12: Religion</td>
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<td><strong>QUESTION TO CONSIDER:</strong></td>
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<td><em>How is the invisibility of sexual orientation similar to or different from the invisibility of religion?</em></td>
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<td>13</td>
<td>Nov 12, 14</td>
<td>Chapter 12: Religion, Cont’d</td>
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<td><strong>Nov 14 – Exam 3 (Chapters 9 – 12)</strong></td>
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<td>14</td>
<td>Nov 19, 21</td>
<td>Chapter 13: Age</td>
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<td>Chapter 14: Physical and Mental Ability</td>
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<td>15</td>
<td>Nov 26, 28</td>
<td>Chapter 15: Weight and Appearance</td>
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**QUESTION TO CONSIDER:**

*Fat is commonly believed to be the result of laziness and gluttony rather than a combination of factors. How do these perceptions affect the experiences and treatment of overweight people in organizations? What can be done about these perceptions?*

**FALL BREAK: THURSDAY, NOV 28 – NO CLASS**

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<tr>
<th>Date</th>
<th>Areas of Diversity</th>
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| Dec 5 | Exam 4 (Chapters 13 – 15)  
Thursday, Dec 5, 2:00 – 3:20 p.m.  
Please bring a Form 882-E scantron and #2 pencil |

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes to the schedule will be announced in class and on Canvas. – Dr. Cocchiara*